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ABSTRACT

From April 1971 to December 1974, a career education project for elementary and secondary grades was conducted in a lower income area of urban Chicago. The general objectives involved the development of a guidance program, integration of occupational information into the classroom, skills training, placement, and attitude adjustment. Career education curriculum material suitable to all levels of elementary classes was developed. The counselor-coordinator coordinated guidance activities, parent conferences, home visitations, placement activities, and information dissemination. Occupational training programs were conducted, and six skill development classes were held in automotive services, data processing food services, clerical procedures, offset printing, and typing. Regular assemblies focusing on student accomplishments were held. Other features of the program were outside speakers, weekly group guidance sessions, group trips, newsletter, and various social functions. It was concluded that the program has made a definite impact on the students and the school community, reaching students who were unskilled and uninvolved and helping them to regard themselves as potentially valuable employees. A third party evaluation, occupational information, student inventory forms for the elementary and secondary level, and tabulated inventory results are included in the report. A K-8 career guidance laboratory design is appended. (NJ)

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F I N A L R E P O R T

Project No. 361157
Grant No. OEG-0-71-1026(361)

The DuSable Exemplary Project: Bridging the Gap Between School and the World of Work

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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July, 1975

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Summary of the Report.

(a) Time period covered by the report.

This final report covers the objectives, activities and the accomplishments of the project, beginning with the initial preliminary activity in April, 1971 and ending with the closing of the project in December, 1974. Originally designed to terminate in June, 1974, the program was extended for six months in order to complete certain aspects which had began and was financed with budgeted funds which were unspent during the budget period.

(b) Goals and objectives of the project.

The general objectives of the project have been those outlined in the proposals. These are as follows:

The development of a structured guidance program which would bring planned and integrated occupational awareness, exploration, and orientation information into the classrooms of elementary, upper grade, and high school students in District Thirteen.

The development of vocational instruction at the senior high school level for approximately 150 students who have not acquired salable skills - dealing specifically with seniors and with potential early school leavers who have reached 15-1/2 years of age.

The development of instruction in grooming, human relations, communication skills, proper decorum, and job information related to the vocational instruction being provided.

The focusing of student attention of the importance of a viable adjustment to the demands of society as required for successful job placement, through counseling, specific group activities emphasizing cooperation and teamwork, parent conferences, home visitations, organized tours, placement, resolving of personal problems, group guidance sessions and testing before and after training.

Placement of students at any time they reach a satisfactory occupational orientation or skill development level.

The establishment of an atmosphere of success which permits every student to augment his ability and his self-concept to the extent necessary for him to become a potentially valuable employment investment and to see himself as such.

The establishment of planned experiences which can identify school as a happy, joyful, relevant, satisfying place which offers a variety of interesting fulfillments.

The establishment of an elementary career education laboratory for district-wide use. (A summary of extension period events related to finalization of this objective is given in Appendix A, Summary of the Six-month Extension. Also included with the summary is an addendum to the third party evaluation which covers the extension period.

(c) Procedures followed.

The project structure has included the following personnel:

Louise Dumetz, Director
Winifred French, Associate Director
Cheryl Gholar, Counselor-Coordinator
Elester Dabney, Offset Printing Teacher-Coordinator
Henry El, Data Processing Teacher-Coordinator
Peggy Hicks, General Clerical Procedures Teacher-Coordinator
Albert Isaac, Automotive Services Teacher-Coordinator
Marva Littleton, Typing Teacher-Coordinator
Mildred Saxton, Food Services Teacher-Coordinator
Gerald Bober, Liaison Consultant-Department of Vocational and Practical Arts Education

The director and associate director have had the responsibility of planning, supervising, organizing and coordinating an ongoing philosophy, overall program materials, and general project activities. The director has also had the responsibility of providing essential reports at the local and federal levels. Weekly in-service meetings with the staff, and interaction with high school and district personnel have been an important responsibility in terms of maintaining a climate of cooperative, progressive achievement. During the last year of the program, after the 45-15 plan was implemented, the director taught a reading improvement-occupational orientation class during the intersession periods.

The associate director has had much the same kind of responsibility in the five participating District Thirteen elementary schools. Specifically, her responsibility has been to coordinate and enhance occupational information programs in the cooperating elementary schools. The objective was to better enable students entering DuSable to make realistic educational choices. A notable accomplishment has been the development of career education cucriculum material suitable for all levels of elementary classes.

The counselor-coordinator has had the responsibility for coordinating individual and group guidance activities, parent conferences, home visitations, over-all placement activities, and testing. In addition, the counselor coordinated the dissemination of vocational information to the entire student body of DuSable High School, and assisted in implementing the high school program activities.

Six teacher-coordinators conducted occupational training programs - developing insights into specific job-entry skills, improving occupational orientation, improving appearance and personality projection, assisting in job placement and performance follow-up, and assisting implementing program activities. In the Food Services area a different teacher participated each year of the program: Mildred Stewart, 1971-72; Martha Branch, 1972-73; and Mildred Saxton, 1973-74. For three weeks during the first year of the program, Johnnye Sheppard worked with the project as counselor.

Dr. Gerald Bober was monitor-consultant for the project, assisting in the implementation of supply and equipment orders, budget interpretation, and participating by advice or assistance in varied areas of the project activities.

Supportive services for the project were provided by cooperating high school and district personnel, the Department of Vocational and Practical Arts Education, the Bureau of Pupil Personnel Services, the Curriculum Department, the Department of Government Funded Programs, and Advisory Council members developed through DVPA and community cooperation.

The six skill development classes for the participating high school students were held in the following areas:

Automotive Services
Data Processing
Food Services
General Clerical Procedures
Offset Printing
Typing

These classes met for eighty minutes in the morning and for eighty minutes (two periods) in the afternoon. The morning classes offered skill development - with the main objective being a job-entry skill level. The afternoon class offered skill reinforcement and instruction in other areas such as occupational orientation, grooming, human relations, personality development, proper decorum and communication skills.

Students were excused from the afternoon class when job placement had been effected. A full academic program of classes for each student insured that the required subjects were included so that a scheduled graduation date would not be adversely affected. Each student could earn three units of credit when enrolled in the program; one for intensive training, one for occupational orientation, and one for work experience.

In addition to the class experiences, students were involved in whole and smaller group activities. There were all-group assemblies every five weeks to focus on the accomplishments of the enrolled students. Outside speakers, films, slides, filmstrips

and demonstrations were also part of these assemblies. There were also scheduled weekly group guidance sessions with the counselor, and a Bridging the Gap Service Club which planned activities for the whole group.

A bridging the Gap Newsletter highlighted the activities of the project. This newsletter was mailed to the home of each student. A DuSable Exemplary Project Advisory Council assisted in program supplementation, with the primary objective of helping with job placement, and there were two project developments which helped provide work experience. These were the Clerical Services Office which accepted typing, duplicating, and other assignments from the school staff; and the Second Setting Boutique which stocked contributed clothing, jewelry, and household items for sale to students.

Group trips for participating high school students were an important part of the activity planning. Trips were made to the following during the three year program:

The Chicago Public Library
Push Expo
International Business Machines
W. F. Hall Printing Company
Al Johnson Cadillac Agency
Western Electric Industrial Plant
Washburne Trade School
Illinois Federal Reserve Bank
Board of Trade Building
Roosevelt University
Sand Ridge Nature Center
Art Institute
Museum of Science and Industry
Malcom X College
Civic Center
Country Building
Circuit Court Sessions
The Chicago Tribune
The Chicago Sun-Times
Johnson Publications
The Chicago Daily Defender
Illinois Federal Savings and Loan
Urban Progress Center
Logan Square Typographers
Horace Noble Chrysler Agency
Happy Medium (Musical Production)
Municipal Court Sessions
WBEZ Studios
George Cleveland Hall Public Library

Information sheets were completed by students on each of these trips to afford a broader understanding of the objectives of the trips. On each field trip, prizes (ballpoint pens or miniature candy bars) were awarded to those students who completed the information sheets. Student behavior was above reproach on every trip.

Other activities included an annual picinic, an annual banquet, an annual stage production, a Skills Demonstration Day, slides demonstrating attire for a job interview, a cooperative education movie, and visits by students to participating elementary schools to orient elementary students to skill development classes at DuSable.

All of the project activities were planned to assist in meeting the objectives of orienting students to acceptable standards of dress and behavior in and out of school situations.

Although the DuSable Exemplary Project Advisory Council assisted primarily in program supplementation, with the primary objective of helping with job placement, the president, Mrs. Ora Higgins, personnel director of Spiegel, Inc., also sponsored an essay contest, "What Bridging the Gap Has Done for Me.," with $25.00 bond, cash or savings account prizes for winners. An all school essay contest held during the first year had the topic "Two Career Ladders" and offered similar prizes. Several are included in this report.

The cooperation of the Illinois State Employment Service resulted in extensive testing activity.

Students were given a battery of test from the Kuder Aptitude series. These were evaluated and the students were then interviewed and counseled regarding the outcome of the tests. Most helpful in this endeavor was the ISES office director, Herman Tyson.

Another testing method used was the General Aptitude Test Battery, which provided further information regarding the general scope of the capabilities of each student.

Several different kinds of evaluating material were used to ascertain or reward changes in cognitive, psychomotor or affective behavior. Some of these were: An Occupational Orientation Questionnaire, a Faculty and Staff Questionnaire, skills class pre and post test, and a congratulatory form sent to parents of students whose behavior warranted it.

Extensive testing of the students was also afforded by the material supplied by Dr. Robert Nelson and Dr. Franklyn Dye of the evaluation team. Students in the program, both at the elementary and the high school levels were tested, and results compared with tests administered to cooperating control groups.

These tests were devised by Dr. Robert Nelson of the University of Illinois after extensive research. They were translated to suitable levels for the elementary school students by Mrs. Winifred French, Associate Director, and were most comprehensive in orientation.

Dr. Gerald Bober assisted by having art work and multiple copies completed for use in the testing, implemented primarily by Mrs. French and the counselor, Mrs. Cheryl Gholar.

Staff members cooperated in choosing students to participate in the introduction and interviewing of adults on the "Let's Recite" radio program on WBEZ.

Participating in the project were five District Thirteen elementary schools:

Dyett Middle School
Colman Elementary
Horner Elementary
Parkman Elementary
DuSable Upper Grade Center

A structured career guidance program was implemented by regular inservice meetings each week on a scheduled day at a different school. These meetings included team leaders, grade chairmen, and/or adjustment teachers with whom Mrs. French worked to assist key personnel in each school in developing an understanding of the career education approach.

The weekly in-service meetings were held from 8:30 a.m. to 8:50 a.m. and were concerned with planning activities, discussing methods, constructing units, and implementing the overall objectives of helping to orient the whole school to an acceptance of career education concepts.

Sessions began with the distribution of an elementary career education kit, with a bibliography of basic guidance materials (including a number of pamphlets), and a comprehensive explanatory program booklet.

During the first year, in the elementary school career education program, the procedure developed in three schools was to have weekly career education sessions with the students - lasting from twenty to forty minutes.

Using this method, Mrs. French was able to work with the whole school population at Colman, Horner and Parkman elementary schools. The large group sessions were scheduled for pupils in the primary, intermediate and upper grade levels. When sessions were completed for pupils at one level, they were arranged for those at another level until all of the pupils had participated. Mrs. French developed suitable curriculum materials for the different class levels.

Meetings at the various schools also included presentations both by Mrs. Louise Dumetz, Project Director and by Mrs. French in order to provide a varied approach and understanding of the overall project. One important objective of the weekly in-service meetings and the other activity in each school was the Career Fair which featured the methods, materials, units, etc., which classroom teachers employed to integrate career education into subject matter instruction.

Also part of the elementary school guidance program was an emphasis on resource people from cooperating companies. Persons from these companies (Western Electric, Illinois Bell) as well as individuals in a variety of careers, made presentations fro students in each of the schools.

Personnel in each cooperating school were invited to appear on the Board of Education radio station program "Let's Recite." A student, a faculty person and an employed parent discussed career ladders and a significant literature selection.

Cooperating elementary and high school personnel assisted in developing a seven program series of in-service broadcasts for Chicago Public School teachers describing the scope of the career education implementation in the DuSable Exemplary Project. The program bulletin for station WBEZ gave cover page status to the series. Another series was developed for a presentation of the 45/15 individualized learning concepts. This series was designed to feature DuSable staff people.

(d) Results; Accomplishments.

This project has made a definite impact upon both the students who participated in it and upon the school community in general.

Possibly the greatest impact has been its positive influence in affecting the decision of Frank Luc nte, Jr., principal of DuSable to effect a change in the school year by implementing a 45/15 year round program. (Forty-five days in school and fifteen days out, for four rotating groups.

Coupled with this change have been the development of carefully structured behavioral objectives and a total commitment to the development of a career education approach to instruction in the school curriculum.

Thus the extent to which this project will continue is most expansive. Emphasis on student employment is already being implemented with the addition of a job placement counselor to the staff, and concentrated effort is being extended to add career education emphasis to all school curricula.

A recent DuSable Exemplary Project component added to DuSable curricula implementation is a supply of free buses available to class teachers on request for education field trips.

Also, Mr. Mike Giffin of International Business Machines, is among the employers who have agreed to continue employing DuSable students. Mr. Giffin has assured Mrs. Cheryl Gholar, project counselor that IBM will hire from 80 to 100 students for full time work during their 45/15 intersessions periods, during the coming year.

Thomas Zuck and Richard Wheeler of the Pacific Learning Corporation have been working with key persons on the DuSable staff to implement career education concepts which represent a massive effort to reorder instruction at DuSable. It appears that Mr. Lucente has found the DuSable Exemplary Project career education thrust to be most viable in improving instruction; with the encouragement and support of District Thirteen Superintendent, William Rohan and others among Board of Education personnel who are active in implementing career education concepts.

In the three year DuSable Exemplary Project program at DuSable, the fact that a dynamic, positive climate has been maintained has been notable. Changes in student attitudes and behavior patterns were observed. During the last year an arrangement with the International Business Machines Corporation made it possible for every student to experience employment. The national Youth Corps also provided opportunities for work experience for a substantial number of students.

These jobs were accepted by the students with, in some instances, a great deal of enthusiasm. The consistent effort of the counselor-coordinator, Mrs. Cheryl Gholar, had much to do with changing the student attitudes toward work, and as a result of her work in the program, she has been retained by the school as a job placement counselor, a new position at DuSable.

For participating students in the DuSable Exemplary Project, school holding power was greatly increased. Material was compiled and forwarded to Dr. Robert Nelson to demonstrate successes achieved by the project. Students learned skills, and students were employed. Also, the deadning, destructive monotony of day-to-day failure at academic accomplishment was changed to a dynamic, successful experience with a variety of positive, rewarding activities completely planned.

When asked if he liked the HEW program (colloquial for the DuSable Exemplary Project), a participating student would probably first of all, smile; then nod his head affirmatively, "Yes, it was all right. I liked it. We had some fun."

And that makes it all, not only important, but extremely worthwhile, for if that were a universal response to school, the problems that encumber educators would be on their way to solution.

In the five participating District Thirteen elementary schools, a stimulating new approach to education has been developed, with both teachers and students working with enthusiasm to augment the new concept.

Inter-action between the elementary schools and the high school has been made more positive and more students are willing to consider attending DuSable as a result of its image of being progressive and relevant.

(e) Evaluation.

This beginning program has reached students who were unskilled and uninvolved in school activities. It has helped them to regard themselves as potentially valuable employees.

On the elementary level the career education program has strengthened the holding power of the participating schools and has made it very likely that the drop-out rate in the high school will continue to decline. Through the medium of the career education concepts, the elementary students have become acquainted with new ideas regarding school and a future career. Learning about themselves and their aspirations and abilities will help them to recognize the value of high school more readily. Also, the career education emphasis has created a no-failure situation so that school has become a more enjoyable place for these failure prone children.

DuSable High School probably has entered into the consciousness of these children in an inprecedented and positive way which can make the idea of going to high school something other than a chore. Some of these elementary students have toured the work-study classes at DuSable and have seen the school firsthand. Also, there is a personal involvement with Mrs. French which makes DuSable attractive because the program she works with is located in the high school. Thus the whole program concept seems attractive and personalized to the children so that very likely some are looking forward to becoming a part of the program during their high school careers. Mrs. French has been given some assurance that she will be retained to work in District Thirteen.

Faculty evaluations have indicated that the enrolled students are attending their other classes more regularly and their general school attendance has improved. Demonstration sessions have shown that many students are becoming skilled performers in the various work areas. And a positive esprit des corps has made group projects dynamic and successful.

(f) Conclusions and Recommendations

During a third year of involvement with the activities of the project, the student could choose from other school work-study programs: CWT HERO, DE, OO, or NYC for involvement to to permit him to hold his job or obtain one using the skills he has acquired. Students who entered the program as freshman would be free to choose other electives during the senior year, with the understanding that programming would permit them to work after school.

With the new 45/15 emphasis on techniques developed by the Pacific Learning Corporation to effect individualized learning, District Thirteen may well have in its participating school a method of returning education to its role of improving the life quality of students - while in the school environment. And this project which focuses on entering the world of work may be the most important aspect of the District Thirteen endeavor.

One expense which amounts to some $600. in the high school program is the cost of transportation by bus to and from field trips. This is very important because it gives an atmosphere of privacy to the activity and helps to make the trip more enjoyable for the students.

The learning units of the Pacific Learning Corporation with its specific outlines activities, can permit development of a viable bank of training information covering many different areas. Students interested in a job or profession of any kind should be able to work with a learning unit that includes nomenclature for the position - whether its is health care, plumbing, electrical repair, construction work, pipefitting, decorating, or varied area. These could be made available in the General Clerical Procedures class and would give an in-depth understanding of a particular job area terminology. This could lead to further study, an apprenticeship position, or a clerical job which requires a particular vocabulary.

Recruiting from adults should be developed in the community so that training and placement advantages are available not only for students at DuSable, but for any interested community residents who can attend the training classes.

In the Grand Boulevard area there are probably a great many young adults or parents who would apply themselves and would appreciate an opportunity to get involved in a structural learning situation that could lead to employment.

The effect on the school would be most positive in that the serious adult would be likely to add to the stability of the classes and to a serious acceptance by the students of the opportunity afforded for learning job-oriented material.

The Education Achievement Corporation "Creating Your Future" material now being implemented in the five participating schools and DuSable High School, can provide valuable reinforcement to efforts to integrate subject matter and career education.

These materials aim toward an expansion of self-acceptance and self-understanding - which can free youngsters from the crippling doubts and negative feelings which prevent intellectual growth.

Use of these materials is also excellent for teachers involved, for a great many teachers would be more valuable and more effective if they were not handicapped by the same feelings of inadequacy and doubt that avail among students.

Although staff members have been successful in having many different speakers from a variety of jobs addresses both the elementary and the high school students, the "Let's Recite" program has been good for expanding on the resource person aspect. A majority of the persons interviewed have been men, thus augmenting the much lamented absence of a "male figure image" for many Chicago students. Also the style of the show is low keyed - conversational - with each participant describing his background and preparation for his career. Students introduce and assist in interviewing each guest with an overall impact that has involved students in an understanding of how to go about becoming a lawyer, a policeman, a doctor, a telephone lineman, etc., and an inpression of one kind of person who chose that particular career.

Interested teachers are encouraged to order tapes of the program featuring particular careers they are discussing in class. Regular class use of the broadcast is helpful and informative, and interested teachers can recommend students to participate as interviewers and/or recommend career people to be interviewed.

A further recommendation which could add stature to the program, the school and the community is as follows:

Some funds should be allotted for employment in small businesses in the community. Local businesses, especially those owned by Blacks - have such a high mortality rate that they cannot afford to compete for help. Community workers very often hold the jobs not so much because of career choice or pay level, but because of a particular lifestyle. They can feel that they belong. They can feel important. They can feel competent.

These factors are part of the outlook of an older person. The young high school sutdent is sometimes disdainful of community jobs lacking in prestige of a high pay rate.

Provisions should be made for paying part of the salaries of students at nearby businesses where they would be working in the area of their training for a period of three weeks for four hours a day, five days a week.

Girls in the business area classes could be placed as receptionists in local beauty parlors, as clerks in record shops, cleaners, clothing shops, repair shops, etc. Boys could be placed in cooperating businesses such as filling stations,

taxi stands, barber shops, printing concerns, restaurants, drug stores, etc. Of course many places could use either a girl or a boy student.

The project could pay a basic salary of $1.00 per hour and the cooperating Black small business could pay $1.00 an hour. To place five students from each project area at this rate for eighteen weeks (after the first eighteen weeks of class training), the cost would be $10,800. This would employ a total of 180 students with 30 students employed during each of the six three week periods.

The work experience would be supervised carefully, and class time used to solve personal job problems or work-oriented problems.

This positive community experience would help struggling small businesses, would give added training to students, would earn needed funds for students, and would contribute to the concern for the local community and the interest in the survival of the community. Local organizations such as the 47th Street Business Organization, would probably be very helpful in this effort.

Body of the Report

(a) Problem area.

The 2,800 Dusable High School students and many of the pupils in the district elementary schools come from an area dominated by a seven mile bank of high rise buildings which have earned the reputation of being "concentration camps." The title stems from the supposition that the projects are dumping grounds for the poverty-stricken. The Robert Taylor Homes include 4,324 apartments. In 1969, gang violence became such a factor in the lives of the residents of these buildings that a steady decline in tenants began. At the present time, there are approximately 350 vacancies, which has been the situation for the last several years. This is true in spite of the fact that in Chicago Black families with children are desperate for a decent place to live.

When fully occupied these apartments include 20,370 children, a number that inundates the small number of children from surrounding areas with more stabilized home situations in terms of income and family composition. Thus, the District Thirteen population consists largely of people on the outside of the mainstream of citizen accomplishment. Their reaction is typical. There is constant vandalism, violence and an understood set of values called "Street" sense.

"Street" sense would prompt a youngster surrounded by two or three strange peers to say "Man, you can search me, I ain't got a dime. Wish I could get hold of something."

Of the 4,000 families, 3,700 of them are getting some kind of income assistance. The children in District Thirteen are for the most part at the bottom of the lower income level.

Although a few of the one-third who succeed in graduating will receive scholarships, in many instances, capable students still cannot afford to attend college. Thus, as the proposal pointed out, a large number of students will graduate with neither marketable skills nor finances necessary to attend college. The career education concept in this proposal can have the following impact on the community:

> Intensive guidance and emphasis on the positive value of contributing to society by selecting and preparing for a particular career objective can orient youngsters to the satisfactions inherent in earning a living
>
> Intensive training in a chosen area can develop not only the ability to earn a living, but the pride of being a skilled, capable person.

The activities related to both the career education guidance and the intensive training can help to build the self-concept of the student while at the same time creating a positive, enjoyable image of the school experience.

Studies that deal with youth in a low-income group have demonstrated repeatedly that special emphasis must be placed not only on attempting to retain these school-alienated students and effect a comfortable learning situation, but emphasis must also be placed on causing an effective behavioral change. Carefully oriented teachers, consistent guidance and planned experiences that are positive and satisfying - must all be components in a program to meet these youngsters' needs.

(b) Goals and objectives of the project.

The important objective of effecting a change in the affective behavior of the participating students cannot be overemphasized. Coming from homes where a low value is placed on both education and work (in many instances) as a way of life, the students must be led to the discovery that society can function satisfactorily only if there are citizens who make a contribution that improves the existing conditions. A person who is trained and skilled in his career choice can know the pride of the builder, the successful artisan.

Thus, elementary students are to learn of the thousands of career possibilities in the many different kinds of employment available to them. They are to meet career models, successful people in many different walks of life who can demonstrate that life on welfare or as a hustle can be improved upon by planning and training.

High school students who choose the vocations offered in the program can enjoy the satisfaction of knowing that they are skilled and can develop the positive self-concept that accompanies being able to do a job well and knowing that one can do a job well.

At the same time this project has helped both the high school and the elementary school community by developing a feeling of success in the students. This, plus the many planned activities in small and large groups has increased the holding power of the school and made school a pleasant experience.

(c) General project design.

To begin the Health, Education and Welfare Department DuSable Exemplary Project, "Bridging the Gap Between High School and the World of Work," it was necessary to overcome the general existence of opposition to change and distrust of the validity of new programs.

Efficient, consistent, highly visible administrative methods overcame this opposition in most of the faculty and persuaded record numbers of students to attempt to participate in the program.

However, this success had a number of related effects. One finally evidenced among DuSable High School administrators was an attitude ranging from surface cooperation to what an assistant principal described as "actual pain."

Perhaps it was expected that the "laissez-faire" attitude of the principal would add a burdensome responsibility to other staff people. Perhaps it was expected that the existing conditions at DuSable would be such that failure would be embarrassing and unavoidable. Whatever the expectation, "Bridging the Gap" became an important part of DuSable, receiving two full-page coverages in a community newspaper and a full half-hour of discussion on a major television station. These two instances were regarded as deserved and gratifying. Also, seven in-service city-wide radio programs were developed to acquaint Chicago Public Schools with the career education concept, and a weekly program broadcast twice each Friday became part of the Board of Eudcation station offerings. This program, "Let's Recite," has been considered by the station as one of its best programs and is broadcast throughout the year (including the summer months) because of a survey made requesting selection or disapproval of existing station offerings.

However, it was explained to Mrs. Dumetz by an assistant principal that there had been great resentment regarding the project. Staff had wondered who gave project members the authority to plan or implement project activities. Because of this resentment, it was explained, some efforts had met with an uncooperative attitude, which either blocked progress or made it difficult. To solve this it was decided in May, 1973 that the director of Bridging the Gap would participate in the Assistant Principal meetings to exchange information on school planning.

This effect related to highly visible success was not a result in the elementary school reaction. Mrs. French, who had been asked to meet with District principals from the beginning of the project, received many compliments and favorable comments. In June she was asked to be graduation speaker at the school where she was employed before joining the project. And DuSable Upper Grace Center invited her to speak at their August 1972 graduation ceremonies.

At DuSable High School, however, her position was questioned in much the same way as other project efforts. Questions were raised as to what her position was and where she got her authority. Also, the question was raised as to whether she or Mrs. Dumetz had authority to request cooperation in the high school. Unless the top authority figure supports a supervisory or administrative person, pettiness, bickering, challenges and discontent very often ensue. This support apparently should include a definite statement of the cooperation expected.

Carefully planned in-service sessions for the whole staff have been extensive. During the first and second years there were two weeks of pre-school orientation, and during the third year, another week of pre-school orientation. This in-service planning was in addition to that afforded by participation in all of the regular high school in-service sessions. Careful planning was also implemented for visits from the evaluation teams.

Mrs. French was afforded two distinctive recognitions when she was named as part of an advisory committee assisting Dr. Marla Peterson of Eastern Illinois University in career education implementation, and when she became part of two Office of the Superintendent of Public Instruction committees developing career education curricula. She also assisted Dr. Loretta Butler of Roosevelt University in developing a career education workshop.

Of great interest to the student body generally were annual three stage productions. During the first year "Showdown, 72" included performing students and was the best supported of the three productions. During the second year, "Jubilee Showdown" was presented and had more parent participation than any school production of recent years.

During the third year, the production was "The Little Foxes" by Lillian Hellman, a three act play which included faculty members, parents and students. This innovative performance was widely acclaimed for making a more cohesive faculty and student inter-action, with staff members from every department in the school assisting in some way with the production.

The two Career Fairs were most outstanding in achieving the objectives of the Associate Director, Mrs. Winifred French. Teachers from all of the participating elementary schools as well as the high school were active during both the 1973 and 1974 Career Fair. The exhibits consisted of career scrapbooks, large posters, flow charts, dioramas, mosaics, tapings, and actual products made by the students.

The 1975 Career Fair covered three days of activities. Mrs. Cheryl Gholar arranged a job interview day for graduating seniors that included seventeen companies. Mrs. Winifred French extended the exhibits to two days and visitors came from all over the city to observe thd materials displayed.

Community Resource exhibits included Illinois Bell Telephone, Western Electric, Education Achievement Corporation, Michael Reese Hospital, Horizons Ahead, and the 3M Corporation. Three teachers from the Career Awareness Program in Peoria, Illinois, and three consultants from ABLE Model Program were available for discussion concerning their displays. Participants were invited to a thank-you luncheon after the Fair.

Three most interesting occurrences were the Colman Elementary School exhibit which was a construction of a department store with departmental areas and merchandise; a video taping which was continued throughout the Career Fair and included coverage of all the exhibits and interviews of many of the guests; and a continuous double slide presentation on a screen with a movie film, accompanied by a tape recorded narration.

An Educational Achievement Corporation program was used in DuSable High School and in the participating elementary schools. The materials consisted of a career based process-oriented instructional system for underachieving adolescents and adults. The curricular meterials were designed to produce affective behavior changes through the cognitive approach.

Assisting the staff in implementation of progress activities were many cooperative individuals.

At the beginning of the first year of the project, the two week orientation included assistance from the following:

Mr. Joseph J. Dixon
Superintendent of the Department of
Vocational and Practical Arts Education

Dr. Enos Perry
Director of the Bureau of Business
Education

Mrs. Winifred Wagner
Director of the Bureau of Home Economics

Mr. Warren A. Koerner
Director of the Bureau of Practical Arts
and Technical Subjects

Dr. Gerald F. Bober
Consultant, Bureau of Business Education

Mrs. Jean Sachs
Director of the Bureau of Home Economics
(after the retirement of Mrs. Wagner)

Mr. Elmer Schick
Representative of the Regional Office of
the U.S. Office of Education

Mrs. Henriette Gebert
Consultant, Home Economics

Mrs. Virginia Daugherty
Home Economics Consultant, Area A

Miss Joan Jordan
Director of the Division of Guidance

Dr. William Rohan
District Thirteen Superintendent

Mr. Frank Lucente, Jr.
Principal of DuSable High School

Mr. Allan Smith
Guidance Consultant, Area A

Mr. George Jones
Supervisor, Graphic Arts

Mr. Edward Makuch
Supervisor, Auto Mechanics

Mrs. Lorraine DeVoe
Director of the Bureau of Instructional
Materials

During the second year, in addition to the staff, there were the following participants:

Mr. Elmer Schick, Representative of the Regional Office of the U.S. Office of Education

Dr. Walter Wernick, Director of ABLE Project, Career Education Program at Northern Illinois University

Dr. Robert Nelson, High School Career Education Representative from Illinois State University

Miss Barbara Sosnowski, Social Planner, Chicago Commission on Urban Opportunity, Model Citites Program

Mr. Shadrick Tillman, Liaison Officer at Chicago State University for the State Department of Vocational and Technical Education

Dr. Norman Laws, Chairman of the Vocational Education Department at Chicago State University

Mr. James Neullen, Representative from Western Electric Company

Dr. Gerald Bober, Consultant and Liaison Officer for the Chicago Board of Education, Department of Vocational and Practical Arts Education with the DuSable Exemplary Project

Frank Lucente, Jr., Principal of DuSable High School

Dr. William Rohan, District Superintendent of District Thirteen

Mr. Joseph J. Dixon, Assistant Superintendent of the Department of Vocational and Practical Arts Education

Dr. Enos C. Perry, Director of the Bureau of Business Education

Mrs. Jean B. Sachs, Director of the Bureau of Home Economics

Mr. George Jones
Supervisor, Graphics Arts

Mr. Edward Makuch,
Supervisor, Auto Mechanics

Dr. Franklyn Dye, Chicago State University Evaluation Team

Dr. Rhea Shields, Chicago State University
Evaluation Team

Anthony C. Vasis, Chicago State University
Evaluation Team

Frank N. Moore, Chicago State University
Evaluation Team

At the beginning of the third year, pre-orientation was held for the whole school faculty since the school was beginning a 45/15 program and the Pacific Learning Corporation had been retained to assist in implementing its development.

The DuSable Exemplary Project was part of Group A which began the new school year immediately after the orientation session which began the week after school closed.

Cooperative inter-action made several accomplishments possible.

The assistance of the Bureau of Telecommunications and Broadcasting has been very much involved in the DuSable Exemplary Project.

Dr. Gerald F. Bober made arrangements for staff personnel to video-tape fifteen minutes of each teacher working with a class of students.

This was done and played back so that each teacher could see his teaching weaknesses and strengths.

Mrs. Dumetz completed a script for the administrative personnel which was also taped. Mrs. Dumetz then worked with televison producer Charles Danzer to edit the staff teacher presentations to three minutes each, with commentary. Dr. William Rohan, Dr. Gerald Bober, Mr. Frank Lucente, Jr., Mrs. Cheryl Gholar, Mrs. Winifred French, and Mrs. Dumetz.

The resulting thirty minute video-tape production has been shown at several in-service sessions and at the evaluation meeting with government and local team members.

Dr. Rohan arranged for training in video-taping, using a district unit. Staff members assisted also in both the tapings of the "Career Education In-Service" series and the "Let's Recite" series.

Cooperation from all of the varied work study programs was necessary to complete a super 8 project movie "Work-Study Programs at DuSable High School." This movie has been shown frequently at community meetings and in-service sessions.

A close examination of the thrust of the elementary aspect of the DuSable Exemplary Project shows continuous successful activity as indicated by the material developed and the correspondence necessary to maintain community involvement. It suggests how much clerical help is needed when added to the volume of correspondence of the high school.

Teachers in the elementary thrust demonstrated consistent involvement and participation in career education activities.

During the second year, teachers began to take the initiative in developing experiences for their youngsters with many trips taken by the participating schools, and speeches presented by community resource persons, coordinated and planned by school personnel.

Assistance was also given by Dr. Gerald Bober in arranging activities for the project as is indicated both by his scheduling of the video taping of teachers to permit them to evaluate themselves and by his developing the International Business Machines trips for all of the five elementary schools, with a tour and employment experiences for the high school students.

To achieve the teacher development of career education that prevailed, Mrs. French assumed the role of consultant - having spent the first year as a guidance teacher in career education for three school populations.

Implementation of this new role included the following:

1. In-Service Workshops: How to Implement a Career Education Program Which Would Be Infused With the Academic Subject Matter.

    a. Liaison personnel (Usually the adjustment teacher, counselor or head teacher.)

    b. Grade level chairmen (primary, intermediate, and upper)

    c. Involved teachers

2. Preparation of occupational materials to be used.

3. Demonstration lessons for those teachers who needed assistance in planning activities, lessons, etc.

4. Planning of field trips relating to classroom discussions.

5. Making use of resource personnel in the world of work inside and outside of the community.

6. Setting up evaluative procedures

    a. Teacher survey of career education attitudes

b. Student questionnaires

7. Organizing a Career Fair to disseminate career information.

During the weeks of workshops with the liaison personnel, Mrs. French discussed: the definition of career education, the objectives of the HEW DuSable Exemplary Project, a schedule of the year's activities, group guidance techniques, available occupational materials, possible places to tour, cooperating resource personnel, unit planning, teachers' responsibilities, and a Career Fair.

During the three year program, the following companies and resource people were among those visiting the elementary schools:

1. Illinois Bell Telephone Company

2. Western Electric

3. Drexel National Bank

4. Washburne Trade School

Mr. Mel Floyd, Banker

Mr. August Jones, Chicago Police Department

Mr. James Roberts, College of Dentistry

Mr. Edmund Burke, Dentist

Major Lazelle Free, Armed Forces

Mrs. Bernadine Washington, WVON Radio Personality

Mrs. Ora Higgins, Spiegel Personnel Director

Lydia Adams, Lydia Adams School of Beauty, Grades 7 and 8

Horner, Parkman and Colman Elementary Schools had two events which involved the whole school populations, Career Day activities and Mini Fairs.

Field trips were participated in by the following schools:

DuSable Upper Grade Center
Michael Reese Hospital
International Business Machines

Parkman, Horner and Colman Elem. Schools
Johnson Publishing Company
Sun-Times
Chicago Daily Defender

International Business Machines

Colman Elementary School
DuSable High School (8th grade)
Goldblatt's Department Store
Lincoln Park Zoo

Dyett Middle School
First National Bank (House A)
International Business Machines

Horner Elementary School
Wendell Phillips School (8th grade)
Little Red School House
Lincoln Park Zoo

Parkmen Elementary School
Black Expo
Illinois Federal Reserve

The project has been productive not only because of the efforts of the involved staff personnel, but because of the interest and assistance of many others. Advisors from the Department of Vocational and Practical Arts Education have been invaluable. Other cooperating departments have been the Bureau of Telecommunications and Broadcasting, the Bureau of Pupil Personnel, the Department of Curriculum, and the Department of Government Funded Programs.

Staff members at DuSable High School, the District Thirteen office, Chicago State University and the regional office of the United States Office of Education have responded to requests for information or assistance in many instances in a variety of areas.

Among those cooperating in either an advisory-consultant capacity or by in-service workshop sessions with the staff are the following:

Mr. Joseph J. Dixon
Assistant Superintendent
Department of Vocational and Practical
Arts Education

Dr. Lorraine Sullivan
Assistant Superintendent
Department of Curriculum

Dr. Ellen Brachtl
Coordinator
Curriculum Development

Miss Joan Jordan
Director
Division of Guidance

Dr. William Rohan
District Superintendent
District Thirteen

Mr. George Jones
Supervisor
Graphic Arts

Mr. Edward Makuch
Supervisor
Auto Mechanics

Mrs. Lorraine DeVoe
Director
Bureau of Instructional Materials

Dr. Bober has been most active with the project, serving as liaison person between the staff at DuSable and the various departments at the Board of Education offices.

Frequent visits have been effected by members of the Chicago State University staff which included the following:

Contract Officer:	Dr. Jon Miller Director Research Services
Director	Dr. Norman Laws Chairman Department of Industrial Education
Career Education Coordinator:	John A. Kockauskus Assistant Dean Division of Education

Additional Chicago State University Evaluation Team Members:

Mr. Joseph Caine
Dr. Rhea Shields
Mrs. Charlotte Barr
Mrs. Annette Scullion
Mr. Frank Moore
Mr. Anthony Vasis
Miss Nancy Snyder
Mr. Frank Caffrey

During the third year directors were:

Dr. Robert Nelson
Business Department
University of Illinois
Champaign, Urbana

28/29/30

Dr. Franklyn Dye
Business Department
Chicago State University
Chicago, Illinois

Meetings have been held both at DuSable High School and at Chicago State University to effect interaction between project staff and evaluation team members.

(d) Results and accomplishments of the project.

An important factor in the success of this project has been the attitudes of the enrolled students who have been, without excpetion, demonstrating that it has been important to them and enjoyable.

In an environment such as that which surrounds DuSable, it is important to the school experience that students be made to feel a part of an ongoing process, participating in the decision making, finding some relevance to what they are doing, and experiencing some success from their endeavors. This has been achieved.

Students have learned salable skills and been placed on jobs. They have demonstrated that school can turn them on, even when their records have shown consistent absences and truancies.

Even though the outlook of many youngsters from the Robert Taylor Housing Project environment has been negative to the extent that they have sought success only by being hostile or disruptive, this pattern has not been evidenced in the DuSable Exemplary Project.

Coming from families with a median income of $4,140 per year, and an average of 6.2 children per family, their environment has not developed in many of them the ability to achieve success by excelling in academic subject areas. But these impoverished children have a zest that belies their living conditions. This zest has been channeled into positive group and community experiences.

How a person functions in his work experence is closely related to prior group experiences. There is room for satisfaction, for success, even for joy in the school situation of young people who are desperate for that kind of fulfillment.

The DuSable Exemplary Project has attempted to meet the needs of enrolled students and help develop dynamic, positive image for the District Thirteen community.

Evaluation by Chicago State University.

The following evaluation report encompasses the evaluation activities for the three-year period, 1971-74. A number of evaluation specialists participated in the first two years of the evaluation. The third-year evaluation was conducted by one evaluation specialist, Dr. Robert E. Nelson of the University of Illinois.

The synthesis of evaluation findings for the first two school years, 1971-72 and 1972-73, is identified as Section A, beginning on page 30. The third year's evaluation is identified as Section B, and begins on page 39. The total three year evaluation is thus contained in parts A and B, pages 30-113.

SECTION A

FIRST- AND SECOND-YEAR EVALUATION

A SYNTHESIS

FIRST-YEAR AND SECOND-YEAR EVALUATION REPORT

General Comments

The first- and second-year evaluation efforts can be characterized as pioneering efforts for the development and use of instruments that were valid and reliable for the many teaching levels and vocational disciplines of The DuSable Exemplary Project. The available tests on the commercial market were not effective in capturing the results of the classroom competencies. However, this trial-and-error method of measurement provided a tangible guideline to develop suitable instruments during the third year of evaluation, 1973-74.

Although there was an absence of test data, the specialists identified a number of significant recommendations. These recommendations reinforced the sincere attempts by the instructors in the program to effectively prepare their students for the world of work.

During the first semester of the second-year evaluation some problems were identified with the selection of students, attendance level, basic attitude of the DuSable staff toward the program, and curriculum equipment and supplies. It was the general feeling of the evaluation committee that significant progress was made by the students in the program over the first and second years of operation. This feeling is validated by the experiences and careful observations shared by members of the evaluation committee. Another major problem identified was the selection of students for the program. Many DuSable High School students were "dumped" into the program without proper identification of their career needs.

Except for the director, assistance director, and counselor, it appeared that the teaching staff assigned to the project carried the responsibility as a part of their regular teaching load. Thus, the teachers must give attention to the problems of other classes and have little time for community contact for school-related activities. Furthermore, the classroom teachers continued to work under the handicap of limited equipment, supplies, and facilities.

Objectives of the Program

The objectives of the program included the following:

1. To provide job-entry skills for a range of occupations for high school seniors who were not previously exposed to vocational education programs.

2. To develop wholesome attitudes regarding the role of work in the life of the individual.

3. To provide career ladder information for a specific job which the students are being trained.

4. To place most of the students participating in job assignments in a cooperative education arrangement prior to the end of the school year with the ultimate goal of all students entering full-time employment upon graduation.

Description of the Program

There were two separate program areas. The first area was concerned with Career Education in the K-8 program of the schools that fed into DuSable High School. For this purpose, career development materials were developed for grades 4, 5, and 6. As these materials were refined, it was

anticipated that they would become a part of the regular curriculum for these grades. As a continuation of occupational awareness, group guidance units were developed for teachers of grades 7 and 8 students.

The second area involved instruction that led to job-entry skills. This involved the areas of (a) Typing and General Clerical Procedures, (b) Data Processing, (c) Food Services, (d) Offset Printing, and (e) Automotive Service Occupations. The opportunity of "holding" the student in school while he developed a salable vocational skill was an important factor.

Concentrated training was given for two periods in the morning with three additional periods at the end of the day for counseling, remedial instruction, and production. When the student progressed to the point of placement, the afternoon was used for on-the-job training.

The director of the project was Mrs. Louise P. Dumetz, with assistance from Mrs. Winifred French (associate director) and Mrs. Gholar (vocational counselor). The job-entry skill staff included Mrs. Mildred Stewart (Food Services), Mrs. Marva Littleton (Typing), Mrs. Peggy Hicks (Clerical), Mr. Henry El (Data Processing), Mr. Albert Isaac (Automotive Service Occupations), and Mr. Elster Dubney (Offset Printing).

One significant part of the project was an elementary school vocational guidance program incorporating career development and occupational information. This program was designed to (1) give elementary school pupils career information, (2) prepare pupils for high school by giving them a background for making more valid vocational choices, and (3) provide a continuous guidance program from school entrance to school leaving.

The program used the vertical plan, kindergarten through eighth grade, continuing into high school. A schedule was set up as follows: In the primary grades, 20 minutes per week, for eight weeks (May-June) to devote time to the learning about workers in the community, and out of the community (farms, suburbs, big city, etc.); in the intermediate grades, 30 minutes per week to emphasize a job family category or job cluster; and in the upper grades, 40 minutes per week, for two eight-week sessions, to interest young people in the various job opportunities so that they can more adequately make career choices.

With the use of outside speakers, films, filmstrips, tours, group guidance techniques, the program was designed to enable the students to make realistic educational choices. With the occupational information geared to the interests, aptitudes, and educational opportunities of each pupil, it was hoped that the pupil will become more self-directed and saw himself in the proper relationship to his opportunities. Consequently, the pupils could formulate and achieve worthy and realistic goals.

In each of the skill areas, there was sufficient space with appropriate equipment committed to the program as related to the other facilities of the school. Teacher presentations and demonstrations, supervised practice, and on-the-job participation were included in the student's preparation. The students were given supervision in actual work and in simulated work commensurate with their development of skills and the available job placements.

Students were enrolled in such subjects as English, social studies, physical education and an elective subject to meet their academic requirements for graduation. No classes were scheduled beyond the seventh period of the day.

The community became involved particularly with the placement of students through an advisory council of local business and industry representatives, parents, and other community members.

The DuSable School community participated in a careers fair each year. This participation provided significant evidence that Career Education is having an impact on the elementary school curriculum with proper leadership from teachers and administrators in the school district.

Recommendations

Food Services

1. More food money should be budgeted for food to permit the students to become:
   a) acquainted with different foods
   b) familiar with different ways of preparation
   c) develop standards of good quality food
2. The course should be initiated in the second semester of the students' senior year to help prepare them for working during the second semester of their senior year.
3. Students need time to comprehend all the things that the middle socio-economic class take for granted. This factor should be included in the instruction.
4. Course skills can be analyzed for the various job occupations through movies, with further analysis of the job skills for the various occupations. This activity will help motivate students.
5. Once a year, a dinner can be held for all potential employers with certificates of appreciation given to the participants.

6. Each student could keep a diary of their activities on each job location that would be turned in weekly.

7. A file could be established showing the prospective employees with addresses and telephone numbers so that the teacher can follow the progress of the students on a personal basis. The teacher could also visit prospective employers to make a list of recommended competencies for students.

8. All students should be required to keep diaries to help identify personal problems and student attitudes.

Offset Printing

1. Some form of screening for applicants can be helpful to foster motivation among participating students.

2. Additional help for the teachers should be provided to help identify contacts for work experiences.

3. The arrangement and layout of the shop can be updated with more efficient arrangement of equipment.

Automotive Service Occupations

1. The abandoned automobiles located on the outside wall area of the auto shop should be removed for safety and appearance.

2. The metal grating between the auto shop and the carpenter's shop should be removed to provide more space for the auto shop program.

3. The exhaust system should be put into operation.

4. The running engines should be connected to the exhaust system to allow for testing and diagnosis.

5. An automobile chassis should be used in the program.

6. All vacant spaces in the snap-on-tool cabinets should be filled.

7. Color dynamics could benefit the program with safety, human behavior, and worker morale.

8. The program must identify the competencies the students are to acquire.

9. An advisory council from industry and educational institutions should be employed.

10. Placement in service stations should be made the realistic goal for all students in the program.

11. Various factors, procedures, and incentives should be incorporated into the program to increase the motivation of students.

Clerical and Data Processing

1. Equipment should be repaired sooner so that the instructors will not be conducting their programs with 75 percent of the available typewriters in the room. Major efforts should be made to upgrade this typewriter condition which is vital to the success of the program.

2. Attention should be given to identify more job stations for cooperative education students so that the "time span" is reduced for placing a student on the "job."

3. Major emphasis should be placed on field trips to augment the classroom instruction. It is hopeful that these field trips and directed observations motivated the students to make their classroom learnings more meaningful.

4. The equipment for the project should be located in a separate room. Complete control of the room should be with the two teachers of the clerical program. The project room can be set up similar to an office arrangement.

SECTION B

THIRD-YEAR EVALUATION

BY

DR. ROBERT E. NELSON

THIRD PARTY EVALUATION

FOR THE

DUSABLE EXEMPLARY PROJECT

BRIDGING THE GAP BETWEEN HIGH SCHOOL AND THE WORLD OF WORK

THIRD YEAR EVALUATION, 1973-1974

The "Bridging the Gap Between High School and the World of Work" project should be viewed in relation to the total school's commitment and effort in implementing a career education program which is being developed to serve the needs of all students. This project has helped to focus attention on career education as an organizing center for instruction both at the elementary education level as well as the secondary education level. Outcomes of the "Bridging the Gap" project will provide teachers and students with an operational framework in which career education can be viewed as a viable concept.

Observations Of The DuSable High School Component Of The "Bridging The Gap Project

Finding: Administrative Personnel expressed concern for continuing and expanding the total career education program at DuSable High School. The following observations are positive evidence of their concern.

1. DuSable High School is part of District Thirteen and is in the Chicago Public School System. This is one of the most active districts in the Chicago Public School System in the area of career education and it is vigorously seeking additional

funding from a variety of sources for the continuation of their career education activities. Examples of proposals written during the past year include:

a) "Alternative Work Experience Programs" (Source of funding: N.I.E. Research Grants Program)

b) "A Community Education System" (Source of funding: U.S.O.E.)

c) "Career Education for Leisure Occupations" (Source of funding: Division of Occupational and Adult Education)

2. DuSable High School has been in the process of changing its entire curriculum in order to implement career education concepts. The Pacific Learning Corporation has been assisting the teaching staff at DuSable High School in writing units of instruction which will include career education concepts in all subject matter areas.

3. Periodic in-service career education activities for the DuSable teaching staff have been conducted throughout the year.

4. It has been proposed that certain staff members of the "Bridging the Gap" project will continue their career education activities after the project has been completed. For example, the associate director (Mrs. Winifred French) will serve as a career education coordinator between the elementary schools and the high schools within District Thirteen. It is also proposed that the project counselor (Mrs. Gohlar) will remain at DuSable High School as Career Placement Director.

5. It is also proposed that specific programs developed in the "Bridging the Gap" project will be continued as an integral

part of the total curriculum at DuSable High School. These programs will provide specific job training and the development of career education concepts in various vocational areas for job entry skills for students prior to graduation or before they leave school.

Finding: A major problem, which appeared to have continued throughout the entire three-year period, was that the high school component of the "Bridging the Gap" project was considered to be a program separate and apart from the total high school program. The project was thought of as an independent program by both the project staff and other staff members at DuSable High School.

The success of the project would have been greatly enhanced if the vocational programs and career education activities could have been integrated into the total school curriculum. Better communications and cooperation would have existed if greater efforts would have been made to coordinate and integrate the "Bridging the Gap" project activities with the total school program. One of the greatest limitations of the project was possibly due to this lack of communication and cooperation between the teaching and administrative staff at DuSable High School and the "Bridging the Gap" project staff.

Recommendation:

Within the Chicago Public School System, a director of a special project (such as the "Bridging the Gap" project) should have a designated position within the administrative structure of the school. A position, such as "Assistant Principal in Charge of Special Projects," might help

to delineate specific authority and responsibility relationships. Without an appropriate title, the project director's effectiveness will be quite limited within a bureaucratic structure like the Chicago Public School System.

Very little cooperation and involvement was evident between the project staff and the regular staff at DuSable High School. A mutual sharing of facilities, equipment, and teaching staff would have created better communications and cooperation. In some instances at the secondary level, the intensified activities of the "Bridging the Gap" project paralleled the normal activities of the regular school curriculum. In these instances, the regular teaching staff could have become more involved in the project activities.

Finding: The Chicago Public School System's policy is to employ teachers for 10 months of the year.

Recommendation: It might have been more appropriate to employ project teachers and other project staff on a 12 month basis. This would have given the project staff more time for planning career education activities, revising the curriculum, and to attend to the many other duties related to the project.

Finding: The job placement possibilities were greatly enhanced because of the scheduling of the school year. Students were in school for nine weeks and then were out of school for three weeks. Students in the "Bridging the Gap" project were able to work part-time while they were in school and were potentially able to work full-time during the three weeks they were not in school.

Recommendation: During any three week period during the year, one-fourth of the students at DuSable are not in school. The possibilities of full-time employment throughout the year should be pursued, involving four students alternately working on three-week shifts.

Finding: Although all project students completed the General Aptitude Test Battery and the Kuder Preference Record given by the Illinois State Employment Office, the results of these two tests were not used by the project staff when counseling students.

Recommendation: The test results should be included as part of the personal record of each student in the program.

Finding: During the first year of the project, the six vocational teachers involved in the project at DuSable High School devoted approximately 55% of their time to project activities. During the second and third year of the project, the six vocational teachers devoted approximately 80% of their time to project-related activities. These teachers were also responsible for teaching one or two classes of non-project students.

Recommendation: The six high school vocational teachers should have been assigned to only project-related classes and other project-related activities. A greater number of students could have been admitted to the "Bridging the Gap" program at the high school level. The planning period of these six vocational teachers could have been used strictly

for project-related activities.

The specific duties and responsibilities of the six high school vocational teachers involved in the project should have been formalized and written in clearly defined terms.

Finding: There was approximately one month between the time that District 13 of the Chicago Public Schools was awarded the "Bridging the Gap" project and the time that the project was to begin. Selection of the project staff was made by the personnel Department of the Chicago Public Schools.

Recommendation: More planning time before the start of the project may have yielded better results. For instance, a guidance counselor was not hired until the second year of the project. Because the guidance counselor played such an important role in the project, much difficulty was encountered during the first year.

Mrs. Gholar was hired as guidance counselor at the beginning of the second year. During this year, Mrs. Gholar played an essential role in administering the project activities, but it was not until the final year (third) of the project that her talents and abilities were used to their fullest extent. If Mrs. Gholar had assumed the key position as guidance counselor at the beginning of the project, the overall accomplishments of the project would have been more positive.

Finding: The six classroom teachers participating in the project were all full-time substitute teachers at the time they were assigned to this project. Their educational background in working with cooperative

education programs and their previous teaching experience in directed occupational experience programs were limited.

Recommendation: If more time were allowed for selecting the classroom teachers for this project, better qualified personnel may have been selected.

Finding: The six classroom teachers were hired on an extended-day basis. This meant that they worked an eight-hour day rather than a six-hour day. These teachers received 20% higher salaries for the purpose of placement of students in the program and coordination of the students' educational and work experiences.

The value of paying the teachers for the extended-day is highly questionable. During the first year of the project, only 33% of the students were placed in part-time employment. After Mrs. Gholar assumed her duties as guidance counselor, part-time employment of students in the project rose to 88% during the second year and 100% during the third year.

Mrs. Gholar emphasized that many of her day-to-day activities related directly to job placement and coordination activities of the students in the project. She was, in effect, carrying out many of the duties and responsibilities for which the six classroom teachers were receiving extended-day pay.

The following Table on the next page illustrates the placement of project students in part-time employment.

TABLE I

JOB PLACEMENT OF PROJECT STUDENTS

IN PART-TIME EMPLOYMENT

Year	Percentage Placed In Part-Time Employment
1971-72	33%
1972-73	88%
1973-74	100%

The objective of on-the-job experiences for all project students was achieved during the final year of the project. However, the extent of the on-the-job experiences was limited to less than two months during the school year for some students. The payment of the extended-day salary for the entire year to the six classroom teachers does not appear to be justified.

Recommendation: A full-time cooperative education coordinator could have been employed to be responsible for the placement and coordination of the work experience phase of the project. This coordinator could have been given additional responsibilities which would have benefitted the entire project. The salary of the cooperative education coordinator could have been provided by eliminating the extended-day salaries of the six classroom teachers.

Observations Of The Elementary Component Of The "Bridging The Gap" Project

Finding: Five elementary schools in District Thirteen participated in the "Bridging the Gap" project. These are all "feeder" schools for DuSable High School. Mrs. Winifred French, Associate Director, had direct responsibility for the elementary component of the total project. She provided the evaluation team with much of the following information concerning the elementary school career education program.

Mrs. French had a very professional attitude toward her job and she was well-respected by the elementary teachers who were participating in the project. The support services she provided were well organized and were conducted on a continuing basis throughout the school year. The formal in-service career education program for the elementary school teachers is illustrated in Table II.

A total of 236 teachers received between six and ten hours of formal instruction in career education. Separate in-service training was provided to the following three groups of teachers: a) primary, b) intermediate, and c) upper grades. Mrs. French conducted 156 in-service training sessions which amounted to 125 hours of instruction in career education.

Mrs. French also assisted small groups and individual teachers on an informal basis to implement career education concepts into the classroom activities. Mrs. French spent her mornings on site at the elementary schools. Her afternoons were spent at DuSable High School assisting Mrs. Dumetz.

TABLE II

HOURS OF IN-SERVICE CAREER EDUCATION TRAINING FOR ELEMENTARY TEACHERS, 1973-74

Elementary School	Number of Teachers	Hours of In-Service Training		
		Level	Number of Sessions	Total Hours of Training
1. Colman	95	Primary	12	9
		Intermediate	12	9
		Upper Grades	12	9
2. Horner	19	Primary	12	9
		Intermediate	12	9
		Upper Grades	12	9
3. Parkman	40	Primary	12	9
		Intermediate	12	9
		Upper Grades	12	9
4. DuSable Upper Grades Center	30	Seventh	12	10
		Eighth	12	10
5. Dyett	52	House A	6	6
		House B	6	6
		House C	6	6
		House D	6	6
TOTALS	236		156	125

Recommendation: Mrs. French is a very capable and responsible person. Her background experience regarding career education at the elementary school level would be of great benefit to a school system. Mrs. French could serve as a liaison person between the elementary level and the secondary level. Her expertise could be used very effectively to provide the necessary articulation between the career education programs at the elementary level and the secondary level.

Finding: The 236 elementary school teachers provided career education instruction to a total of 4, 327 students in grades K-8. Table III identifies the number of students receiving career education instruction at each of the five schools that participated in the "Bridging the Gap" project.

Recommendation: The career education program at the elementary schools in District Thirteen should be continued. The "Bridging the Gap" project has provided the initial impetus for career education at the elementary school level. By understanding career education concepts in elementary school, students will be better prepared to make career-related decisions as they progress through school.

TABLE III

NUMBER OF ELEMENTARY STUDENTS RECEIVING CAREER EDUCATION INSTRUCTION 1973-74.

Elementary School	Grade Level	Number of Students Beginning 1973-74		School Leavers	Total
1. Colman	K-8	Branch	234		
		Primary	489		
		Intermediate	496		
		Upper	397		
			1616	11	1605
2. Horner	K-8	Primary	189		
		Intermediate	162		
		Upper	120		
		EMH	20		
			491	1	490
3. Parkman	K-8	Primary	298		
		Intermediate	225		
		Upper	181		
			704	3	701
4. DuSable Upper Grade Center	7-8	Seventh	217		
		Eighth	373		
			590	30	560
5. Dyett Middle School	6-8	Sixth	278		
		Seventh	322		
		Eighth	374		
			974	3	971
		TOTALS		48	4327

Evaluation Techniques

Although the purpose of evaluation is to gather concrete proof of the accomplishments of the program, the chances of obtaining completely firm data is not great. Because exemplary programs operate in a real and dynamic world, it is not possible to isolate participants and be able to determine the effects of the program in isolation.

Evaluation is needed to a) determine what we can realistically expect to occur from a program with a specific clientele and b) find the best processes for being of greatest benefit. The proposed outcomes of the "Bridging the Gap" project are stated as the following general objectives:

A. To provide job entry skills in a range of occupations for potential school leavers not previously enrolled in a vocational education program.

B. To develop wholesome attitudes and concepts regarding the role of work in the life of the individual, and the value of education and its contribution to the "world of work".

C. To provide career ladder information related to the specific job for which the students are being trained.

D. To place all or most of the program students in a cooperative education arrangement prior to the end of the school year with the goal of satisfactory work experience for all program students.

From these four general objectives, specific performance objectives were developed. The five elements of the following schematic, which were designed to provide efficiency in the collection of data to evaluate the performance objectives, are as follows on the next page:

A. Performance Objectives: target outcomes of the "Bridging the Gap" project.

B. Measurement Instrument: means of measuring the target outcomes.

C. Target Group: subjects involved in collecting the data.

D. Scheduled Date(s): time that measurement instruments are to be administered to the target group.

E. Person Responsible: responsibility for collection of data is designated to a specific person.

The following schematic emphasizes the proposed results of the educational activities (product data) of the "Bridging the Gap" project rather than the activities themselves (process data).

Performance Objectives	Measurement Instrument	Data Collection Procedures		
		Target Group	Scheduled Date(s)	Person Responsible
A. TO PROVIDE JOB ENTRY SKILLS IN RANGE OF OCCUPATIONS FOR POTENTIAL SCHOOL LEAVERS NOT PREVIOUSLY ENROLLED IN A VOCATIONAL EDUCATION PROGRAM.				
1) 75 % of the employers will indicate a final grade of C or better for employed students in the exemplary program.	Employee Appraisal Report	Employers of Exemplary Program Students	June, 1974	Director of Counselor of Exemplary Program
2) 80% of the students employed in the exemplary program will receive an overall rating of satisfactory from their employers.	Employee Appraisal Report	Employers of Exemplary Program Students	June, 1974	Director of Counselor of Exemplary Program
3) 90% of the exemplary program students will receive a passing score on skill development tests given at the conclusion of the project.	Skill Development Tests	Exemplary Program Students	June, 1974	Classroom Teachers
B. TO DEVELOP WHOLESOME ATTITUDES AND CONCEPTS REGARDING THE ROLE OF WORK IN THE LIFE OF THE INDIVIDUAL, AND THE VALUE OF EDUCATION AND ITS CONTRIBUTION TO THE "WORLD OF WORK"				
1) Average scores of exemplary program students will increase from pre-test to post-test on the Occupational Information Inventory.	Occupational Information Inventory	Exemplary Program Students	Pre-Test Fall, 1973 Post-Test Spring, 1974	Classroom Teachers

Performance Objectives	Measurement Instrument	Data Collection Procedures		
		Target Group	Scheduled Date(s)	Person Responsible
2) Exemplary program students will show a greater average change in responses than control group students from pre-test to post-test rankings of occupations according to earnings.	"Occupations Which Receive The Most Money"	Exemplary Program Students and Control Group Students	Pre-Test Fall, 1973 Post-Test Spring, 1974	Classroom Teacher Classroom Teacher
3) Exemplary program students will show a greater average change in responses than control group students from pre-test to post-test rankings of occupation according to the students' own choice of occupations.	"Occupations Which You Like The Most"	Exemplary Program Students and Control Group Students	Pre-Test Fall, 1973 Post-Test Spring, 1974	Classroom Teacher Classroom Teacher
4) Exemplary program students will show a mean positive gain of 10% from pre-test and post-test responses on the School Sentiment Inventory.	School Sentiment Inventory	Exemplary Program Students	Pre-Test Fall, 1973 Post-Test Spring, 1974	Classroom Teacher Classroom Teacher
5) The school leavers rate for exemplary program students during the 1973-74 school year will be less than the total school drop-out rate.	Report on School Leavers	All Students at Du Sable High School	June, 1974	Program Director

Performance Objectives	Measurement Instrument	Data Collection Procedures		
		Target Group	Scheduled Date(s)	Person Responsible
C. TO PROVIDE CAREER LADDER INFORMATION RELATED TO THE SPECIFIC JOB FOR WHICH THE STUDENTS ARE BEING TRAINED.				
1) The program staff will use group techniques and personal counseling sessions to provide occupational information to elementary and secondary students.	Information Forms	Program Staff	June, 1974	Program Director
2) During the 1973-74 school year, 95% of the exemplary program students will have had at least one personal interview with the program counselor.	Student Records	Exemplary Program Students	June, 1974	Program Counselor
D. TO PLACE ALL OR MOST OF THE PROGRAM STUDENTS IN A COOPERATIVE EDUCATION ARRANGEMENT PRIOR TO THE END OF THE SCHOOL YEAR WITH THE GOAL OF SATISFACTORY WORK EXPERIENCES FOR ALL PROGRAM STUDENTS.				
1) By May 31, 1974, 100% of the program students will be placed in part-time employment.	Records of Program Counselor	Exemplary Program Students	May 31, 1974	Program Counselor
2) 90% of the program students will receive an overall performance rating of Satisfactory by their employers.	Cooperative Education Student Rating Card	Exemplary Program Students	June, 1974	Program Counselor

Evaluation Measurements

The measurement instruments were developed by the evaluation team and in some cases were revised by the "Bridging the Gap" project staff. The project staff agreed to administer the tests. The following tests were developed for use in evaluating the students enrolled in the program:

A. School Sentiment Inventory: This inventory would measure the opinions of students toward various aspects of their school activities.

B. Occupational Information Inventory: This test would measure students' knowledge relating to the world-of-work.

C. Occupations Which You Like The Most: This measurement instrument would indicate the types of occupations of interest to students.

D. Occupations Which Make The Most Money: This measurement instrument would indicate the types of occupations students believed would receive the most income.

The original agreement between the evaluation team for the third year and the project staff was for at least 100 students from the "World of Work" project at DuSable High School would serve as an experimental group and 100 students not in the project would serve as a control group.

Several problems were encountered in the administration of the measurement instruments. There was difficulty in arranging a suitable period of time (two periods) to administer all of the measurement instruments. Many students in the "World of Work" project at the high school level worked in the afternoon. Some students were reluctant to take the tests. Some of the tests were found to be

marked incorrectly or were incomplete. The absentee rate at the participating schools was extremely high, both at the elementary as well as the secondary level. Teachers not participating in the "World of Work" project were reluctant to permit their students to be a part of a control group.

Many non-project teachers were unwilling to give up the necessary time to administer the tests. This is partially because DuSable is operating their entire academic program on a 45-15 basis. This means that students are in school 9 weeks and then are out of school for 3 weeks. The 2 days necessary for project test purposes represented a sufficient amount of time that many academic teachers were unwilling to allow their classes to participate.

The School Sentiment Inventory

The School Sentiment Inventory (Appendix A) was developed to determine the opinions of the students in the "Bridging the Gap" project. The inventory was given as a pre-test during the first part of the 1974-75 school year, and again as a post-test near the end of the 1974-75 school year.

The School Sentiment Inventory contained 30 statements pertaining to various aspects of school related activities. Students indicated their opinions of each statement according to the following table on the next page.

RATING	Point Value According to Desired Response	
	Positive	Negative
A. Strongly Agree	4	1
B. Agree	3	2
C. Disagree	2	3
D. Strongly Disagree	1	4

A point-value was assigned to each of the above ratings according to whether the statement was written in a positive or negative manner. For example the following statement was written in a form where the desired response would be positive:

"My teachers are personally concerned about me."

Therefore, the point values would be assigned as follows:

Strongly Agree	4 points
Agree	3 points
Disagree	2 points
Strongly Disagree	1 point

The following statement was written in a form where the desired response would be negative:

"I find it hard to be interested in school activities."

Therefore, the point values would be as follows:

Strongly Agree	1 point
Agree	2 points
Disagree	3 points
Strongly Disagree	4 points

High School: The School Sentiment Inventory was given as a pre-test at the high school level to 58 project students in the experimental group and to 50 non-project students serving as a control group. The results of the pre-test are indicated in Table IV. The project students had more favorable ratings on 12 of the 30 statements, while the non-project students in the control group had higher ratings on 18 of the 30 statements.

Because students were selected for the "World of Work" project on the basis of their being identified as potential school-leavers, the opinions of these students toward school could not be expected to be as positive as the opinions toward school of the more well-adjusted non-project students in the control group who have not been identified as potential school leavers.

The results of the post-test are indicated in Table V. The project students had more favorable ratings on 11 of the 30 statements, while the non-project students in the control group had higher ratings on 19 of the 30 statements. Because of the past experiences of the project students relating to school activities, it cannot be expected that within a period of approximately seven months, attitudes and opinions of these students concerning school should drastically change and be more favorable than the students in the regular academic curriculum.

TABLE IV

COMPARISON OF AVERAGE RATINGS ON PRE-TEST SCHOOL SENTIMENT INVENTORY BETWEEN PROJECT STUDENTS AND NON-PROJECT STUDENTS AT DUSABLE HIGH SCHOOL

Statement	Average Value for 58 Project Students	Average Value for 50 Non-Project Students
1	3.31	3.12
2	3.03	2.94
3	2.98	3.32
4	2.66	2.86
5	2.43	2.60
6	2.50	2.76
7	2.67	2.78
8	2.64	2.84
9	3.05	3.22
10	2.43	2.32
11	3.12	2.92
12	2.93	3.04
13	3.12	3.24
14	2.90	2.82
15	2.93	3.06
16	2.69	2.44
17	2.81	2.80
18	2.81	3.02
19	2.90	2.94
20	2.83	2.76
21	2.52	2.51
22	3.12	3.00
23	2.09	1.86
24	3.22	3.44
25	2.81	3.02
26	2.90	3.04
27	2.31	2.44
28	2.71	2.50
29	2.84	2.92
30	2.84	3.18

TABLE V

COMPARISON OF AVERAGE RATINGS ON POST-TEST SCHOOL SENTIMENT INVENTORY BETWEEN PROJECT STUDENTS AND NON-PROJECT STUDENTS AT DUSABLE HIGH SCHOOL

Statement	Average Value for 29 Project Students	Average Value for 26 Non-Project Students
1	3.34	3.42
2	2.79	3.08
3	3.31	3.42
4	2.69	2.81
5	2.28	2.35
6	2.79	2.92
7	3.03	2.46
8	2.76	2.73
9	3.21	3.35
10	2.24	2.50
11	3.07	3.31
12	3.07	3.12
13	3.17	3.04
14	3.03	3.00
15	2.94	3.15
16	2.66	2.69
17	2.79	2.81
18	2.76	2.85
19	3.14	2.85
20	2.93	2.73
21	2.31	2.35
22	3.24	3.15
23	2.03	1.42
24	3.38	3.27
25	2.97	2.92
26	2.86	2.88
27	2.52	2.12
28	2.55	2.73
29	2.76	3.00
30	3.07	3.12

By comparing the difference between the pre-test ratings and post-test ratings on the School Sentiment Inventory of the project students, a more accurate indication of the change in opinions can be measured. Table VI indicates that the project students had more favorable opinions toward various school activities on 18 of the 30 statements at the end of the 1973-74 school year than at the beginning of the 1973-74 school year.

The amount of increase or decrease in the average ratings on the project group students from the pre-test to the post-test is illustrated in the following table.

TABLE VII

Extent of Change in Favorable and Unfavorable Average Ratings of Project Students from Pre-Test to Post-Test on the School Sentiment Inventory

Change in Ratings	Number of More Favorable Ratings on Post-Test	Number of Less Favorable Ratings on Post-Test
.00 - .09	4	7
.10 - .19	8	4
120 - .29	4	1
Over .29	2	0

Tabel VII indicates that not only were more increases in favorable opinions (18) toward various school activities, but also that the amounts of increases in average ratings were greater than the amounts of decrease in average ratings.

TABLE VI

COMPARISON OF INCREASE OR DECREASE FROM PRE-TEST TO POST-TEST RATINGS OF OPINIONS OF PROJECT STUDENTS AT DUSABLE HIGH SCHOOL ON THE SCHOOL SENTIMENT INVENTORY

Statement	Pre-Test Rating (58 Students)	Post-Test Rating (29 Students)	Increase or Decrease from Pre-Test to Post-Test
1	3.31	3.34	+.03
2	3.03	2.79	-.24
3	2.98	3.31	+.33
4	2.66	2.69	+.03
5	2.44	2.28	-.16
6	2.50	2.79	+.29
7	2.67	3.03	+.36
8	2.64	2.76	+.12
9	3.05	3.21	+.16
10	2.43	2.24	-.19
11	3.12	3.07	-.05
12	2.93	3.07	+.14
13	3.12	3.17	+.05
14	2.90	3.03	+.13
15	2.93	2.94	+.01
16	2.69	2.66	-.03
17	2.81	2.79	-.02
18	2.81	2.79	-.05
19	2.90	3.14	+.24
20	2.83	2.93	+.10
21	2.52	2.31	-.21
22	3.12	3.24	+.12
23	2.09	2.03	-.06
24	3.22	3.39	+.17
25	2.81	2.97	+.16
26	2.90	2.86	-.04
27	2.31	2.52	+.21
28	2.71	2.55	-.16
29	2.84	2.76	-.08
30	2.84	3.07	+.23

The figures in Table VI and Table VII appear to indicate that student attitudes and opinions toward school are generally improved as a result of the students participation in the "Bridging the Gap" project. Because of the limited sample no further analysis of data was justified.

The results of the pre-test and post-test School Sentiment Inventory may also have been interpreted according to whether the student responses to each statement were either positive or negative. The results of the pre-test are illustrated in Table VIII.

The positive responses of the project students were greater than the positive responses of the non-project students on 13 of the 30 statements on the School Sentiment Inventory. The responses of the non-project students were greater than the project students on 17 of the 30 statements.

Because those enrolled in the "Bridging the Gap" project were identified as students with special needs, it is not surprising that their responses to statements concerning their attitudes toward school at the beginning of the school year were not as positive as the attitudes of regular students at DuSable High School.

At the conclusion of the school year the students responded to the same School Sentiment Inventory. Table IX indicates that the positive responses of the project students were higher than the responses of non-project students on only 11 of the 30 statements.

In Table X, the pre-test and post-test responses of just the project students on the School Sentiment Inventory are illustrated.

TABLE VIII

COMPARISON OF POSITIVE RESPONSES TO STATEMENTS ON THE PRE-TEST SCHOOL SENTIMENT INVENTORY BETWEEN PROJECT STUDENTS AND NON-PROJECT STUDENTS AT DUSABLE HIGH SCHOOL

Statement	Project Students		Non-Project Students		Percentage Points Difference
	No. of Positive Responses 58	Percent of Total Responses	No. of Positive Responses 50	Percent Of Total Responses	
1	54	.93	43	.86	-.07
2	49	.84	37	.74	+.10
3	46	.79	44	.88	-.09
4	38	.66	37	.74	-.08
5	34	.59	31	.62	-.03
6	29	.50	32	.64	-.14
7	38	.66	32	.64	+.02
8	36	.62	39	.78	-.16
9	41	.71	40	.80	-.09
10	28	.48	23	.46	+.02
11	47	.81	36	.72	+.09
12	43	.74	40	.80	-.06
13	47	.81	43	.86	-.05
14	44	.76	34	.68	+.08
15	47	.81	43	.86	-.05
16	39	.67	23	.46	+.21
17	43	.74	35	.70	+.04
18	42	.72	38	.76	-.04
19	46	.79	44	.88	-.09
20	46	.79	37	.74	+.05
21	32	.55	23	.46	+.09
22	44	.76	36	.72	+.04
23	19	.33	12	.24	+.09
24	52	.90	48	.96	-.06
25	44	.76	41	.82	-.06
26	46	.79	39	.78	+.01
27	20	.34	22	.44	-.10
28	39	.67	25	.50	+.17
29	41	.71	38	.76	-.05
30	41	.71	41	.82	-.11

TABLE IX

COMPARISON OF POSITIVE RESPONSES TO STATEMENTS ON THE POST-TEST SCHOOL SENTIMENT INVENTORY BETWEEN PROJECT STUDENTS AND NON-PROJECT STUDENTS AT DUSABLE HIGH SCHOOL

Statement	Project Students		Non-Project Students		Percentage Points Difference
	No. of Positive Responses 29	Percent of Total Responses	No. of Positive Responses 26	Percent of Total Responses	
1	26	.90	24	.92	-.02
2	22	.76	21	.81	-.05
3	27	.93	25	.96	-.03
4	18	.62	21	.81	-.19
5	15	.52	11	.42	-.10
6	20	.69	20	.77	+.08
7	24	.83	11	.42	+.41
8	20	.69	19	.73	-.04
9	22	.76	24	.92	-.16
10	11	.38	12	.46	-.08
11	25	.86	24	.92	-.06
12	24	.83	22	.85	-.02
13	27	.93	19	.73	-.20
14	22	.76	22	.85	-.09
15	22	.76	25	.96	-.20
16	17	.59	18	.69	-.10
17	21	.72	20	.77	-.05
18	18	.62	20	.77	-.15
19	25	.86	20	.77	+.09
20	23	.79	19	.73	+.06
21	14	.48	9	.35	+.13
22	25	.86	22	.85	+.01
23	8	.28	1	.04	+.24
24	28	.97	24	.92	+.05
25	25	.86	21	.81	+.05
26	24	.83	19	.73	+.10
27	13	.45	7	.27	+.18
28	18	.62	18	.69	-.07
29	20	.69	21	.81	-.12
30	23	.79	21	.81	-.02

TABLE X

COMPARISON OF POSITIVE RESPONSE PERCENTAGES OF THE PROJECT STUDENTS AT DUSABLE HIGH SCHOOL ON THE PRE-TEST AND POST-TEST SCHOOL SENTIMENT INVENTORY

Statement	Pre-Test Responses		Post-Test Responses		Percentage Points Difference Between Pre- and Post-Test
	No. of Positive Responses 58	Percent of Total Responses	No. of Positive Responses 29	Percent of Total Responses	
1	54	.93	26	.90	-.03
2	49	.84	22	.76	-.08
3	46	.79	27	.93	+.14
4	38	.66	18	.62	-.04
5	34	.59	15	.52	-.07
6	29	.50	20	.69	+.19
7	38	.66	24	.83	+.17
8	36	.62	20	.69	+.07
9	41	.71	22	.76	+.05
10	28	.48	11	.38	-.10
11	47	.81	25	.86	+.05
12	43	.74	24	.83	+.09
13	47	.81	27	.93	+.12
14	44	.76	22	.76	-
15	47	.81	22	.76	-.05
16	39	.67	17	.59	-.08
17	43	.74	21	.72	-.02
18	42	.72	18	.62	-.10
19	46	.79	25	.86	+.07
20	46	.79	23	.79	-
21	32	.55	14	.48	-.07
22	44	.76	25	.86	+.10
23	19	.33	8	.28	-.05
24	52	.90	28	.97	+.07
25	44	.76	25	.86	+.10
26	46	.79	24	.83	+.04
27	20	.34	13	.45	+.11
28	39	.67	18	.62	-.05
29	41	.71	20	.69	-.02
30	41	.71	23	.79	+.08

The differences between pre-test and post-test responses indicates that project students had an increase in positive responses on 15 of the post-test statements, a decrease in positive responses on 13 post-test statements, and the percentage of positive responses remained the same for 2 statements.

Table XI indicates the percentage change in responses for the project students.

TABLE XI

EXTENT OF PERCENTAGE CHANGE IN RESPONSES OF PROJECT STUDENTS FROM PRE-TEST TO POST-TEST ON THE SCHOOL SENTIMENT INVENTORY

Change in Percentage Responses	More Positive on Post-Test	Less Positive on Pre-Test
.00 - .09	8	11
.10 - .19	7	2
.20 - .29	0	0
over .29	0	0

It is evident that the increase in percentage change in positive responses was greater (7 statements between .10 - .19) than the decrease in percentage change in positive responses (2 statements between .10 - .19).

Junior High: The School Sentiment Inventory was given as a pre-test to seventh and eighth grade students in the "Bridging the Gap" project. The same inventory was given to a similar group of non-project

students which served as a control group. Because of scheduling problems, this test was not administered until the early part of November, 1973. Scoring of the School Sentiment Inventory was the same as the scoring for the DuSable High School students. The results of the pre-test are indicated in table XII. The higher the average score for each statement, the more positive are the response to the thirty statements concerning attitudes toward school.

The results of the School Sentiment Inventory indicated that the project students had more positive average ratings on twenty-three of the thirty statements than the non-project students that served as the control group. The non-project students had more positive ratings than the project students on only seven of the statements.

The students enrolled in the "Bridging the Gap" project, at the secondary level, have been identified as potential school leavers. At the elementary level (grades 7 and 8), however, no distinction is made as to the ability or interests of the students. It is at this level that there is a more representative sample of students in District Thirteen.

Because the project students in grades 7 and 8 had received approximately two months of career education instruction before the School Sentiment Inventory was taken, there is a possibility that this instruction affected their responses to the thirty statements on the School Sentiment Inventory. Because of the limited number of students in the sample, no definite conclusions can be stated.

TABLE XII

COMPARISON OF AVERAGE RATINGS ON PRE-TEST SCHOOL SENTIMENT INVENTORY BETWEEN PROJECT STUDENTS AND NON-PROJECT STUDENTS IN GRADES SEVEN AND EIGHT

Statement	Project Students Dyett (Grades 7-8) 30 Students	Non-Project Students Hartigan (Grades 7-8) 49 Students
1	3.33	3.00
2	3.69	3.02
3	3.47	3.31
4	3.03	3.02
5	3.00	2.24
6	2.70	2.59
7	2.80	2.63
8	3.30	3.10
9	2.43	2.63
10	2.93	2.51
11	3.13	2.99
12	3.53	3.51
13	3.53	3.12
14	2.74	2.89
15	2.67	3.12
16	2.73	2.41
17	3.00	3.10
18	3.43	3.27
19	3.27	3.04
20	3.17	2.92
21	2.37	2.29
22	3.07	3.35
23	2.17	2.08
24	3.47	2.96
25	3.23	3.08
26	3.37	3.24
27	2.67	2.29
28	2.93	2.79
29	2.83	2.96
30	3.43	3.45

Recommendation: Although no definite conclusions can be assumed from the pre-test results of the School Sentiment Inventory, there is a tendency for project students to consistently have more positive attitudes toward school than non-project students. Because career education was used as the "organizing center for instruction" at the elementary level, further investigation should be initiated to explore the relationship between instruction in career education and attitudes of students toward school.

The Occupational Information Inventory

The Occupational Information Inventory (Appendix B), containing fifty multiple-choice questions, was given as a pre-test and post-test to students enrolled in the "Bridging the Gap" project at DuSable High School. Another group of non-project students was given the same inventory as a pre-test and post-test. Table XIII indicates the findings of the pre-test and post-test.

TABLE XIII

COMPARISON OF PRE-TEST AND POST-TEST SCORES BETWEEN PROJECT STUDENTS AND NON-PROJECT STUDENTS AT DUSABLE HIGH SCHOOL ON THE OCCUPATIONAL INFORMATION INVENTORY

Measure	Project Students		Non-Project Students	
	Pre-Test 66 Students	Post-Test Students	Pre-Test 45 Students	Post-Test Students
Mean	24.5	26.7	23.3	24.3
Median	25	26	24	23.5
Mode	26	23	26	22
Range	7-38	16-38	10-33	13-36

The mean score for the project students increases from 24.5 on the pre-test to 26.7 on the post-test. The post-test mean score of 26.7 for the project students was 2.4 higher than for the non-project students mean score of 24.3. Based on the limited sample and difficulty in administering the Occupational Information Inventory no further statistical analysis was justified.

The Occupational Information Inventory was revised by Mrs. French for use with elementary school students (Appendix D). Results of the pre-test are illustrated in the following table.

Occupations Which Receive the Most Money

At the beginning of the 1973-74 school year, a sample of project and non-project students were asked to identify from a listing of 30 occupations the five occupations which received the most money (Appendix E). The students were asked to place these five occupations in rank order.

Table XV indicates the rank-order pre-test and post-test responses of the project students on the opinionnaire of "Occupations Which Receive the Most Money." Occupations which were listed most frequently in the rankings on the pre-test included:

a) Lawyer (38 times)

b) Computer Programmer (35 times)

c) Accountant (23 times)

d) Secretary (23 times)

e) Policeman (19 times)

Occupations which were listed by the project students most frequently in the rankings on the post-test included:

a) Lawyer (31 times)

b) Computer Programmer (21 times)

c) Policeman (19 times)

d) Accountant (15 times)

e) Truck Driver (12 times)

TABLE XIV

COMPARISON OF PRE-TEST MEAN SCORES ON THE OCCUPATIONAL INFORMATION INVENTORY BETWEEN PROJECT AND NON-PROJECT STUDENTS IN SEVEN ELEMENTARY SCHOOLS

Grade Level	Number of Questions	Mean Pre-Test Scores						
		Non-Project School	Elementary Schools Participating in the "Bridging the Gap" Project					
		McCorkle	Hartigan	Parkman	Horner	Coleman	Dyett	DuSable Upper Grade Center
K	5	4.81	4.00	3.80	3.72	3.60		
1	9	7.33	7.27	7.70	7.80	7.80		
2	10	8.60	7.40	7.90	7.11	5.50		
3	15	12.10	10.60	13.60	11.60	11.00		
4	20	5.55	7.42	6.20	7.00	5.50		
5	25	7.95	9.52	8.90	10.33	9.56		
6	30	11.58	9.90	10.50	8.00	13.90		
7	35	14.92	15.04	15.45	14.30	13.80	14.50	15.25
8	40	0 .	18.84	23.00	16.00	20.30	21.10	17.08

TABLE XV

RANK-ORDER CHOICE OF FIVE OCCUPATIONS BY PROJECT STUDENTS AT DUSABLE HIGH SCHOOL ON A PRE-TEST AND POST-TEST OF "OCCUPATIONS WHICH RECEIVE THE MOST MONEY"

Occupation	Pre-Test Rank-Order Choice by 55 Students					Post-Test Rank-Order Choice by 38 Students				
	1	2	3	4	5	1	2	3	4	5
Accountant	6	3	5	5	4	4	3	1	4	3
Auto mechanic	3	4	1	0	3	2	3	0	0	2
Barber	0	0	0	0	0	0	0	0	1	0
Bookkeeper	0	2	1	0	2	0	4	0	1	0
Bus driver	4	2	1	1	0	1	1	0	0	1
Cabinet maker	0	0	0	0	0	0	0	0	0	0
Cafeteria manager	0	0	1	0	0	0	0	0	0	1
Computer programmer	8	12	5	4	6	0	11	5	2	3
Custodian (janitor)	0	0	0	1	0	1	0	2	0	1
Day care center aide	0	0	0	0	0	0	0	0	1	1
Key punch operator	1	4	1	7	0	1	1	4	0	2
Lawyer	23	4	4	3	4	18	3	5	4	1
Life insurance salesman	0	2	1	1	2	0	0	2	1	0
Livestock farmer	0	1	2	0	1	0	0	0	2	0
Office machine operator	0	1	1	1	2	0	1	0	1	1
Plumber	1	1	0	1	1	0	0	2	0	0
Policeman	2	3	8	4	2	5	3	3	4	4
Printing press operator	0	1	0	3	1	0	0	1	1	0
Practical nurse	1	1	1	3	3	0	0	0	5	2
Photographer	0	3	1	2	2	0	1	3	1	2
Sales person	0	0	0	0	0	0	0	0	0	0
Secretary	3	1	8	3	8	2	4	2	2	1
Stock broker	2	3	2	1	1	1	3	1	0	2
Store manager	0	1	2	1	2	0	0	0	0	0
Social worker	0	1	2	0	0	0	0	1	1	0
Teacher	0	1	2	4	2	0	0	2	4	3
Telephone operator	1	1	1	3	2	1	0	0	1	2
Television repairman	0	1	1	4	0	0	0	0	0	1
Truck driver	2	2	4	2	7	1	0	4	2	5
Waitress	0	0	0	0	0	0	0	0	0	0

Table XVI indicates the percentage change from pre-test to post-test responses of project students on the opinionnaire of "Occupations Which Receive the Most Money". Occupations which increase the most in the ranking from pre-test to post-test include:

a) Policeman (+3.09)

b) Lawyer (+3.02

c) Custodian (+1.75)

d) Teacher (+1.47)

e) Day Care Center Aide (+1.05)

Occupations which decreased the most in the ranking by project students from pre-test to post-test include:

a) Secretary (-2.21)

b) Store Manager (-2.18)

c) Computer Programer (-1.68)

d) Television Repairman (-1.65)

e) Bus Driver (-1.33)

Table XVII indicates the rank-order pre-test and post-test responses of the non-project students on the opinionnaire of "Occupations Which Receive the Most Money". Occupations which were listed most frequently in the rankings on the pre-test included:

a) Lawyer (40 times)

b) Computer Programmer (22 times)

c) Policeman (19 times)

d) Key Punch Operator (15 times)

e) Teacher (15 times)

f) Accountant (15 times)

TABLE XVI

COMPARISON OF RESPONSE PERCENTAGES OF PROJECT STUDENTS AT DUSABLE HIGH SCHOOL ON THE PRE-TEST AND POST-TEST INVENTORY OF "OCCUPATIONS WHICH RECEIVE THE MOST MONEY"

Occupation	Pre-Test Responses	Post-Test Responses	Percentage Difference Between Pre- and Post-Test
1	8.36%	7.89%	-0.47
2	4.00%	3.68%	-0.32
3	-	0.53%	+0.53
4	1.82%	2.63%	+0.81
5	2.91%	1.58%	-1.33
6	-	-	-
7	0.36%	0.53%	+0.17
8	12.73%	11.05%	-1.68
9	0.36%	2.11%	+1.75
10	-	1.05%	+1.05
11	4.73%	4.21%	-0.52
12	13.82%	16.84%	+3.02
13	2.18%	1.58%	-0.60
14	1.45%	1.05%	-0.40
15	1.82%	1.58%	-0.24
16	1.45%	1.05%	-0.40
17	6.91%	10.00%	+3.09
18	1.82%	1.05%	-0.77
19	3.27%	3.68%	+0.41
20	2.91%	3.68%	+0.77
21	-	-	-
22	8.00%	5.79%	-2.21
23	3.27%	3.68%	+0.41
24	2.18%	-	-2.18
25	1.09%	1.05%	-0.04
26	3.27%	4.74%	+1.47
27	2.91%	2.11%	-0.80
28	2.18%	0.53%	-1.65
29	6.18%	6.32%	+0.14
30	-	-	-

TABLE XVII

RANK-ORDER CHOICE OF FIVE OCCUPATIONS BY NON-PROJECT STUDENTS AT DUSABLE HIGH SCHOOL ON A PRE-TEST AND POST-TEST OF "OCCUPATIONS WHICH RECEIVE THE MOST MONEY"

Occupation	Pre-Test Rank-Order Choice By 50 Students					Post-Test Rank-Order Choice By 26 Students				
	1	2	3	4	5	1	2	3	4	5
Accountant	3	1	5	4	2	1	2	2	3	1
Auto mechanic	4	3	3	2	2	1	2	3	3	3
Barber	0	0	0	0	1	0	0	0	0	0
Bookkeeper	0	3	0	2	1	0	1	0	0	1
Bus driver	0	2	0	0	2	0	0	1	1	1
Cabinet maker	0	0	0	0	0	0	0	0	0	0
Cafeteria manager	0	0	1	0	0	0	0	0	1	0
Computer programmer	7	7	2	1	5	5	3	4	0	0
Custodian (janitor)	1	0	0	1	0	0	0	0	1	0
Day care center aide	0	0	1	1	1	0	0	0	0	0
Key punch operator	2	6	2	4	1	0	0	2	0	1
Lawyer	21	8	6	4	1	11	6	2	0	3
Life insurance salesman	1	1	1	2	0	2	0	0	0	0
Livestock farmer	0	0	0	0	0	0	0	0	1	1
Office machine operator	0	1	3	1	3	0	1	1	1	0
Plumber	0	0	0	1	1	0	0	0	0	2
Policeman	1	4	2	6	6	1	3	2	1	1
Printing press operator	0	1	2	0	1	0	0	0	0	0
Practical nurse	2	2	2	2	1	1	0	0	2	1
Photographer	0	0	2	2	1	0	0	1	0	0
Sales person	0	0	0	0	0	0	0	0	0	0
Secretary	1	3	4	3	2	0	1	1	4	4
Stock broker	3	0	0	3	2	1	0	1	3	1
Store manager	1	0	1	3	0	0	1	1	0	1
Social worker	0	2	2	2	2	0	0	1	0	2
Teacher	0	3	6	2	4	1	4	1	2	0
Telephone operator	0	0	2	1	6	0	0	0	1	1
Television repairman	0	0	1	2	0	0	0	1	0	0
Truck driver	3	2	3	2	4	2	2	2	2	2
Waitress	0	0	0	0	0	0	0	0	0	0

Occupations which were listed by the non-project students most frequently in the rankings on the post-test included:

a) Lawyer (22 times)

b) Auto Mechanic (12 times)

c) Computer Programmer (12 times)

d) Secretary (10 times)

e) Truck Driver (10 times)

Table XVIII indicates the percentage change from pre-test to post-test responses of the non-project students on the opinionnaire of "Occupations Which Receive the Most Money". Occupations which increased the most in the rankings from pre-test to post-test include:

a) Auto Mechanic (+3.63)

b) Secretary (+2.49)

c) Truck Driver (+2.09)

d) Livestock Farmer (+1.54)

e) Stock Broker (+1.42)

Occupations which decreased the most in the ranking by the non-project students from pre-test to post-test include:

a) Key Punch Operator (-3.69)

b) Telephone Operator (-2.06)

c) Printing Press Operator (-1.60)

d) Policeman (-1.45)

e) Day Care Center Aide (-1.20)

TABLE XVIII

COMPARISON OF RESPONSE PERCENTAGES OF NON-PROJECT STUDENTS AT DUSABLE HIGH SCHOOL ON THE PRE-TEST AND POST-TEST INVENTORY OF "OCCUPATIONS WHICH RECEIVE THE MOST MONEY"

Occupation	Pre-Test Responses	Post-Test Responses	Percentage Difference Between Pre- and Post-Test
1	6.00%	6.92%	+0.92
2	5.60%	9.23%	+3.63
3	0.40%	-	-0.40
4	2.40%	1.54%	-0.86
5	1.60%	2.31%	+0.71
6	-	-	-
7	0.40%	0.77%	+0.37
8	8.80%	9.23%	+0.43
9	0.80%	0.77%	-0.03
10	1.20%	-	-1.20
11	6.00%	2.31%	-3.69
12	16.00%	16.92%	+0.92
13	2.00%	1.54%	-0.46
14	-	1.54%	+1.54
15	3.20%	2.31%	-0.89
16	0.80%	1.54%	+0.74
17	7.60%	6.15%	-1.45
18	1.60%	-	-1.60
19	3.60%	3.08%	-0.52
20	2.00%	0.77%	-1.23
21	-	-	-
22	5.20%	7.69%	+2.49
23	3.20%	4.62%	+1.42
24	2.00%	2.31%	+0.31
25	3.20%	2.31%	-0.89
26	6.00%	6.15%	+0.15
27	3.60%	1.54%	-2.06
28	1.20%	0.77%	-0.43
29	5.60%	7.69%	+2.09
30	-	-	-

Occupations Which You Like the Most

At the beginning of the 1973-74 school year, a sample of project and non-project students were asked to identify from a listing of 30 occupations the five occupations which they like the most (Appendix F). The students were asked to place these five occupations in rank order.

Table XIX indicates the rank-order pre-test and post-test responses of project students on the opinionnaire of "Occupations Which You Like the Most." Occupations which were listed most frequently in the rankings on the pre-test included:

a) Secretary (26 times)

b) Computer Programmer (22 times)

c) Key Punch Operator (22 times)

d) Lawyer (17 times)

e) Social Worker (17 times)

Occupations which were listed by the project students most frequently in the rankings on the post-test included:

a) Secretary (16 times)

b) Computer Programer (16 times)

c) Accountant (14 times)

d) Lawyer (14 times)

e) Day Care Center Aide (13 times)

Table XX indicates the percentage change from pre-test to post-test responses of project students on the opinionnaire "Occupations You Like the Most." Occupations which increased

TABLE XIX B-45

RANK-ORDER CHOICE OF A FIVE OCCUPATIONS BY PROJECT STUDENTS AT DUSABLE HIGH SCHOOL ON A PRE-TEST AND POST-TEST OF "OCCUPATIONS WHICH YOU LIKE THE MOST"

Occupation	Pre-Test Rank-Order Choice By 55 Students					Post-Test Rank-Order Choice By 38 Students				
	1	2	3	4	5	1	2	3	4	5
Accountant	6	3	1	1	5	6	1	2	2	3
Auto mechanic	2	0	5	0	4	2	1	2	0	0
Barber	0	0	0	0	1	0	0	0	0	0
Bookkeeper	1	4	0	2	2	1	4	0	1	2
Bus driver	3	2	0	2	0	3	1	0	1	0
Cabinet maker	0	0	0	0	0	0	0	0	0	0
Cafeteria manager	2	2	1	0	1	0	1	0	0	1
Computer programmer	5	2	10	3	2	3	3	4	4	2
Custodian (janitor)	0	0	0	0	0	0	1	0	0	0
Day care center aide	3	1	0	1	0	2	3	2	3	3
Key punch operator	2	9	4	6	1	1	4	3	0	4
Lawyer	8	1	1	5	2	6	2	3	1	2
Life insurance salesman	0	0	0	1	0	0	0	1	1	0
Livestock farmer	0	1	0	0	0	0	0	0	0	0
Office machine operator	0	1	3	2	2	1	2	1	4	0
Plumber	0	1	0	0	0	0	0	1	0	0
Policeman	1	3	2	0	0	2	0	1	1	1
Printing press operator	1	1	0	0	1	0	0	0	0	0
Practical nurse	2	2	4	5	3	2	4	1	0	1
Photographer	2	3	1	1	4	0	1	1	4	1
Sales person	0	1	0	1	0	0	0	2	1	0
Secretary	7	4	5	5	5	2	5	3	4	2
Stock broker	0	0	2	1	0	0	0	1	0	2
Store manager	1	0	2	3	1	0	0	1	2	2
Social worker	0	3	3	6	5	2	1	4	1	4
Teacher	1	1	1	3	5	1	1	2	2	3
Telephone operator	4	1	6	3	5	1	1	1	1	3
Television repairman	0	3	0	3	0	1	1	0	1	0
Truck driver	4	4	2	1	3	1	1	0	2	2
Waitress	0	2	1	0	4	0	1	2	1	0

TABLE XX

COMPARISON OF RESPONSE PERCENTAGES OF PROJECT STUDENTS AT DUSABLE HIGH SCHOOL ON THE PRE-TEST AND POST-TEST INVENTORY OF "OCCUPATIONS WHICH YOU LIKE THE MOST"

Occupation	Pre-Test Responses	Post-Test Responses	Percentage Difference Between Pre- and Post-Test
1	5.81%	7.36%	+1.55
2	4.00%	2.63%	-1.37
3	0.36%	-	-0.36
4	3.27%	4.21%	+0.94
5	2.54%	2.63%	+0.09
6	-	-	-
7	2.18%	1.05%	-1.13
8	8.00%	8.42%	+0.42
9	-	.52%	+0.52
10	1.81%	6.84%	+5.03
11	8.00%	6.31%	-1.69
12	6.18%	7.36%	+1.18
13	0.36%	1.05%	+0.69
14	0.36%	-	-0.36
15	2.90%	4.21%	+1.31
16	0.36%	.52%	+0.16
17	2.18%	2.63%	+0.45
18	1.09%	-	-1.09
19	5.81%	4.21%	-1.60
20	4.00%	3.68%	-0.32
21	.72%	1.57%	+0.85
22	9.45%	8.42%	-1.03
23	1.09%	1.57%	+0.48
24	2.54%	2.63%	+0.09
25	6.18%	6.31%	+0.13
26	4.00%	4.73%	+0.73
27	6.90	3.68%	-3.22
28	2.18%	1.57%	-0.61
29	5.09%	3.15%	-1.94
30	2.54%	2.10%	-0.44

the most in the ranking from pre-test to post-test include:

a) Day Care Center Aide (+5.03)

b) Accountant (+1.55)

c) Office Machine Operator (+1.31)

d) Lawyer (+1.18)

e) Bookkeeper (+0.94)

Occupations which decreased the most in ranking by project students from pre-test to post-test include:

a) Telephone Operator (-3.22)

b) Truck Driver (-1.94)

c) Key Punch Operator (-1.69)

c) Practical Nurse (-1.60

e) Auto Mechanic(-1.37)

Table XXI indicates the rank-order pre-test and post-test responses of the non-project students on the opinionnaire "Occupations Which You Like the Most". Occupations which were listed most frequently in the rankings the pre-test included:

a) Teacher (20 times)

b) Computer Programmer (19 times)

c) Auto Mechanic (18 times)

d) Secretary (17 times)

e) Key Punch Operator (16 times)

Occupations which were listed by the non-project students most frequently in the rankings on the post-test included:

TABLE XXI

RANK-ORDER CHOICE OF FIVE OCCUPATIONS BY NON-PROJECT STUDENTS AT DUSABLE HIGH SCHOOL ON A PRE-TEST AND POST-TEST OF "OCCUPATIONS WHICH YOU LIKE THE MOST"

Occupation	Pre-Test Rank-Order Choice By 50 Students					Post-Test Rank-Order Choice By 26 Students				
	1	2	3	4	5	1	2	3	4	5
Accountant	3	1	3	1	4	0	2	1	0	1
Auto mechanic	10	2	3	1	2	4	5	3	3	2
Barber	0	0	1	0	0	0	0	0	0	0
Bookkeeper	3	0	0	3	0	0	0	0	2	0
Bus driver	1	4	0	0	3	1	2	0	1	0
Cabinet maker	1	0	0	2	0	0	1	0	2	0
Cafeteria manager	0	0	1	0	0	1	0	0	1	0
Computer programmer	2	7	6	4	0	2	2	2	4	3
Custodian (janitor)	0	1	0	1	1	0	0	0	1	0
Day care center aide	3	2	1	1	3	0	0	1	0	1
Key punch operator	2	6	3	4	1	1	0	0	0	0
Lawyer	4	2	0	2	1	6	2	4	3	2
Life insurance salesman	0	1	1	2	0	0	2	0	1	0
Livestock farmer	0	0	0	0	0	0	0	1	0	0
Office machine operator	1	0	0	1	2	0	0	2	0	2
Plumber	0	0	1	0	1	0	0	0	0	0
Policeman	0	1	2	0	0	0	1	0	2	1
Printing press operator	1	1	2	2	3	0	0	0	1	2
Practical nurse	5	2	1	2	2	2	1	0	0	0
Photographer	2	0	3	1	1	2	0	1	0	2
Sales person	1	1	1	1	1	0	0	0	0	1
Secretary	3	3	5	5	1	1	0	1	0	1
Stock broker	0	0	0	0	2	0	1	1	0	1
Store manager	2	0	0	3	1	2	1	0	1	1
Social worker	1	5	2	2	2	0	2	1	1	2
Teacher	3	4	1	7	5	1	0	1	0	2
Telephone operator	1	1	4	2	6	0	0	2	0	1
Television repairman	1	1	1	3	2	1	1	1	1	1
Truck driver	1	3	7	1	3	2	3	4	2	0
Waitress	0	1	0	0	3	0	0	0	0	0

a) Auto Mechanic (17 times)

b) Lawyer (17 times)

c) Computer Programmer (13 times)

d) Truck Driver (11 times)

e) Social Worker (6 times)

Table XXII indicates the percentage change from pre-test to post-test responses of the non-project students on the opinionnaire of "Occupations Which You Like the Most". Occupations which increased the most in the rankings from pre-test to post-test include:

a) Lawyer (+9.47)

b) Auto Mechanic (+5.87)

c) Truck Driver (+2.46)

d) Computer Programmer (+2.10)

e) Policeman (+1.87)

Occupations which decreased the most in the ranking by the non-project students from pre-test to post-test include:

a) Key Punch Operator (-5.64)

b) Teacher (-4.93)

c) Secretary (-4.50)

d) Telephone Operator (-3.30

e) Day Care Center Aide (-2.47)

TABLE XXII

COMPARISON OF RESPONSE PERCENTAGES OF NON-PROJECT STUDENTS AT DUSABLE HIGH SCHOOL ON THE PRE-TEST AND POST-TEST INVENTORY OF "OCCUPATIONS WHICH YOU LIKE THE MOST"

Occupation	Pre-Test Responses	Post-Test Responses	Percentage Difference Between Pre- and Post-Test
1	4.80%	3.07	-1.73
2	7.20%	13.07	+5.87
3	0.40%	0	-0.40
4	2.40%	1.53	-0.87
5	3.20%	3.07	-0.13
6	1.20%	2.30	+1.10
7	0.40%	1.53	+1.13
8	7.60%	10.00	+2.40
9	1.20%	0.76	-0.44
10	4.00%	1.53	-2.47
11	6.40%	0.76	-5.64
12	3.60%	13.07	+9.47
13	1.60%	2.30	+0.70
14	0	0.76	+0.76
15	1.60%	3.07	+1.47
16	0.80%	0	-0.80
17	1.20%	3.07	+1.87
18	3.60%	2.30	-1.30
19	4.80%	2.30	-1.50
20	2.80%	3.84	+1.04
21	2.00%	0.76	-1.24
22	6.80%	2.30	-4.50
23	0.80%	2.30	+1.50
24	2.40%	3.07	+0.67
25	4.80%	4.61	-0.19
26	8.00%	3.07	-4.93
27	5.60%	2.30	-3.30
28	3.20%	3.84	+0.64
29	6.00%	8.46	+2.46
30	1.60%	0	-1.60

SECTION B

LIST OF APPENDICES

APPENDIX	
A	SCHOOL SENTIMENT INVENTORY
B	OCCUPATIONAL INFORMATION INVENTORY (HIGH SCHOOL LEVEL)
C	ANSWER SHEET: OCCUPATIONAL INFORMATION INVENTORY
D	OCCUPATIONAL INFORMATION INVENTORY (ELEMENTARY SCHOOL LEVEL)
E	OCCUPATIONS WHICH RECEIVE THE MOST MONEY
F	OCCUPATIONS WHICH YOU LIKE THE MOST

SCHOOL SENTIMENT INVENTORY

Directions: For each statement, indicate the extent to which you agree or disagree by marking the answer sheet:

A. If you strongly agree

B. If you agree

C. If you disagree

D. If you strongly disagree

There are no right or wrong answers, so please respond to each item as honestly as you can.

1. I am afraid of meeting new people at school.
2. I find it hard to be interested in school activities.
3. I try to do my best in school.
4. I like coming to school.
5. My teachers allow students some choice in what they study in class.
6. I feel that I am not on the same level with other students my age.
7. Students at this school are not very friendly.
8. My teachers try to make their subjects interesting to me.
9. I feel that I am not as good as other students in school.
10. My teachers are personally concerned about me.
11. I am usually shy with people when I am in school.
12. Doing homework is a waste of time.
13. Courses I am taking in school will help me in the future.
14. I feel uncomfortable when talking to adults.
15. School is a good place for making friends.
16. I like the challenge of a difficult assignment in school.
17. I'm interested in what goes on at this school.

18. My teachers have encouraged me to think for myself.

19. My teachers have been fair to me.

20. I really like most of the students at this school.

21. I like to talk to my teachers after class.

22. My favorite classes are those in which I learn the most.

23. I would like to go to school all year long.

24. I try to do good work in my classes.

25. My teachers like working with young people.

26. My teachers care about students, even if they are not smart.

27. I do more school work than just what is assigned.

28. My teachers give me individual help willingly.

29. I follow the school rules.

30. I wish I never had to come to school again.

RN:ml

OCCUPATIONAL INFORMATION INVENTORY

Directions

Read each question or statement, determine the most correct answer, and then record your answer on the answer sheet by blackening the space between the lines under the matching letter on the answer sheet. If you wish to change an answer, erase it completely. Do not mark on the test booklet. When you finish a page, go on to the next page.

1. Which of the following best defines mechanical ability?

   a. The ability to solve problems and find answers to scientific questions
   b. The ability to create new things, ideas, or uses of materials
   c. The ability to manipulate concrete objects such as tools and working mentally with mechanical movements
   d. The ability to get along with others

2. Which of the following occupations are mostly held by women?

   a. Teaching and accountants
   b. Accountants and school counselors
   c. Dietitians and chemical engineers
   d. Teaching and nursing

3. The counselor's primary responsibility is:

   a. Making class schedules for students
   b. Adjusting class schedules for students
   c. Helping students make tentative plans
   d. Assigning students to classes

4. Which of the following occupational categories will have the greatest percentage of growth in the future?

   a. Clerical
   b. Professional
   c. Manual
   d. Service

5. Which of the following is a domestic service worker?

   a. Barber
   b. Housekeeper
   c. Clerical worker
   d. Engineer

6. Which of the following professional occupations employ most people?

   a. Teaching and engineering
   b. Teaching and accountants
   c. Teaching and nursing
   d. Physicians and lawyers

7. When a worker watches machine processes, he is considered a:

   a. Machine worker
   b. Professional worker
   c. Clerical worker
   d. Manual worker involved in observational work

8. Most goods and services in the United States are produced by:

   a. Partnerships
   b. Cooperatives
   c. Privately owned business firms
   d. Government

9. Which of the following best defines initiative?

   a. Ability to "stick to it"
   b. Never do any more than is required
   c. Ability to see what needs to be done and doing it
   d. Manual dexterity

10. Which of the following groups is hit hardest by unemployment?

    a. Service workers
    b. Unskilled workers
    c. Skilled workers
    d. Operatives

11. Preparations needed to enter an occupation refers to:

    a. Only the educational experience needed to obtain employment in the occupation
    b. The educational as well as other experiences needed to obtain employment in the occupation
    c. The work experience needed for the occupation
    d. The skill needed for the occupation

12. The fastest growing occupational area during the next 10 years will be:

    a. Professional and technical
    b. Service
    c. Sales
    d. Mechanical

13. Most people who lose their jobs do so because:

    a. They are replaced by automation
    b. They lack the proper skills to perform their duties
    c. They are not interested in their work
    d. They lack the ability to get along with others

14. Which of the following definitions best defines social ability?

    a. The ability to solve problems and find answers to questions
    b. The ability to do detail work rapidly and accurately
    c. The ability to manipulate people
    d. The ability to get along with others

15. Which of the following best defines personality?

    a. The way a person talks
    b. A combination of trustworthiness and dependability
    c. Those things about a person which make him different from another person
    d. Manual dexterity

16. Occupations concerned with protecting the public against crime, fire, accidents, and acts of war are:

    a. Professional
    b. Service
    c. Technical
    d. Clerical

17. Occupations that require a combination of basic scientific knowledge and specialized education, with emphasis upon technical knowledge and specialized education or training in some specific aspect of technology or science are:

    a. Technical
    b. Service
    c. Managerial
    d. Manual

18. Which of the following represents the largest group of clerical workers?

    a. Bookkeepers
    b. Accountants
    c. Secretaries
    d. Typists

19. Employment opportunities in clerical occupations are expected to:

    a. Continue to be the same as now
    b. Continue to expand
    c. Change little if any in the future
    d. Continue to decline in the future

20. Perservance is defined as:

a. A combination of trustworthiness and dependability
b. Ability to 'stick to it' -- persistent effort in trying to reach a goal
c. Never do any more than is required
d. Muscular coordination

21. Which of the following would be the best definition of interest?

a. How well one can perform a task
b. One's ambitions or desires
c. A tendency to become engaged in something and to continue it
d. Something that a person likes to do

22. Which of the following occupations will decline in number in the next 10 years?

a. Construction
b. Manufacturing
c. Government
d. Mining

23. The employment outlook of an occupation refers to:

a. The demand for workers both now and in the future
b. Where workers are located
c. The demand for laborers at the present time
d. All of the above

24. More than one-half of all girls who go into work after completing high school will be employed in:

a. Manual occupations
b. Mechanical occupations
c. Clerical occupations
d. Professional occupations

25. One might train to be a beautician by:

a. Apprenticeship
b. Attending college one or more years
c. Attending a special school
d. Taking informal training from a licensed operator

26. A high degree of social ability is most important for a:

a. Bookkeeper
b. Telephone operator
c. Passenger
d. Salesman

27. Carpenters are organized into a

a. Company union
b. Craft union
c. Open shop
d. Industrial union

28. Such services as that performed by engineers, physicians, and lawyers is called:

    a. Personal
    b. Professional
    c. Domestic
    d. Mechanical

29. People who make their living buying and selling what others produce are engaged in:

    a. Manufacturing
    b. Public Service
    c. Trade
    d. Transportation

30. Which one of the following jobs is not a service occupation?

    a. Beauty operator
    b. Mail carrier
    c. Carpenter
    d. Fireman

31. Which of the following groups of occupations would require the greatest degree of social intelligence?

    a. Agriculture
    b. Mechanical
    c. Merchandising
    d. Clerical

32. Which of the following occupations would be taught at a vocational-technical school?

    a. Law
    b. Secretary
    c. Engineering
    d. Teacher

33. Which of the following is the most effective means of training for a job?

    a. Observation
    b. Experience
    c. Use of movie films
    d. Participation in extra-curricular activities

34. When seeking employment, one of the following will cost you more than any of the others. Which one?

a. Job-wanted ads
b. Public employment agencies
c. Direct contact with employers
d. Private employment agencies

35. The best way to keep a job and make advancement is to:

a. Borrow money from the employer
b. Tell everyone how much you need the job
c. Make sure your boss knows how you feel about things
d. Be on the job regularly and work hard

36. Which of the following is not considered a vocational education course?

a. Trade and Industrial Education
b. Economic Education
c. Office Education
d. Distributive Education

37. You must get a Social Security Card:

a. Every time you take a new job
b. Before you start your first job
c. After you have worked five years
d. After you have worked one year

38. Which one of the following is the best source of information about job duties and opportunities?

a. The Encyclopedia Britannica
b. World Almanac
c. Scholastic Magazine
d. The Occupational Outlook Handbook

39. Which one of the following pairs of occupations involves the same level of training and responsibility?

a. Tailor, Sales Clerk
b. Engineer, Banker
c. Tailor, Engineer
d. Banker, Sales Clerk

40. The occupational fields expected to grow most rapidly during the next ten years are:

a. Professional and service
b. Sales and crafts
c. Crafts and Clerical
d. Labor and sales

41. Between 1910 and 1970, the industry employing the greatest number of workers changed from:

    a. Agriculture to wholesale and retail trade
    b. Manufacturing to agriculture
    c. Wholesale and retail to manufacturing
    d. Agriculture to manufacturing

42. Decisions about jobs should take into account:

    a. Strengths, or what one is good at learning and doing
    b. What one likes to do
    c. The kind of person one is
    d. All of these

43. Mary thinks she might like to become a computer programmer, but she knows little about computer programming. She is going to the library to find out more about it. The most important thing for Mary to know now is:

    a. What the work is, what she would do in it
    b. What the pay is
    c. What the hours of work are
    d. Where she can get the right training

44. Bob says he really doesn't care what kind of work he gets into once he leaves school as long as it is working with people. If this is all Bob cares about he is likely to make a bad choice because:

    a. This kind of work usually requires a college degree
    b. Employers usually hire girls for such work
    c. People look down on men who work with people because such work is usually done by girls
    d. Occupations in which one works with people can be very different from each other in the abilities and interests which are needed

45. Ernie took some tests which show that he might be good at clerical work. Ernie says, "I can't see myself sitting behind a desk for the rest of my life. I'm the kind of guy who likes variety. I think being a traveling salesman would suit me fine."

    a. Disregard the tests and do what <u>he</u> wants to do
    b. Do what the tests say since they know better than he does what he would be good at
    c. Look for a job which will let him use his clerical abilities but not keep him pinned to a desk
    d. Ask to be tested with another test since the results of the first one are probably wrong

46. Joe is very good with his hands and there isn't anybody in his class who has more mechanical aptitude. He is also good at art. His best subject at school is math. Joe likes all of these things. What should Joe do? Should he:

    a. Look for an occupation in which he can use as many of his interests and abilities as possible
    b. Pick an occupation which uses math since there is a better future in that than in art or in working with his hands
    c. Decide which of these activities he is best at, or likes the most, and then pick an occupation which uses that kind of activity
    d. Put off deciding about his future and wait until he loses interest in some of these activities

47. Betty gets very good science grades but this isn't her favorite subject. The subject she likes best is art even though her grades in it are only average. Betty is most likely to do well in her future occupation if she:

    a. Forgets about her interest in art since she is so much better in science
    b. Doesn't worry about the fact that she isn't very good at art, because if you like something you can become good at it
    c. Looks for an occupation which uses both art and science, but more science than art
    d. Looks for an occupation which involves both science and art, but more art than science

48. Jane likes her high school biology and general science courses best. She likes to do her schoolwork alone so she can concentrate. When she begins to think about her future occupation, she should consider:

    a. Nurse
    b. Accountant
    c. Medical Laboratory Technician
    d. Elementary School Teacher

49. Workers who are involved in machine trades and crafts are considered:

    a. Mechanical workers
    b. Manual workers
    c. Technical workers
    d. Service workers

50. Which of the following is an example of a seasonal job?

    a. Beauty operator
    b. Telephone operator
    c. Berry picker
    d. Factory worker

RN:mt

ANSWERS TO OCCUPATIONAL INFORMATION INVENTORY

(Given to high school students)

1. - C
2. - D
3. - C
4. - D
5. - B
6. - C
7. - D
8. - C
9. - C
10. - B
11. - B
12. - B
13. - D
14. - D
15. - C
16. - B
17. - A
18. - D
19. - B
20. - B
21. - D
22. - D
23. - D
24. - C
25. - C
26. - D
27. - B
28. - B
29. - C
30. - C
31. - C
32. - B
33. - B
34. - D
35. - D
36. - B
37. - B
38. - D
39. - B
40. - A
41. - D
42. - D
43. - A
44. - D
45. - C
46. - C
47. - C
48. - C
49. - A
50. - C

Kg

PRIMARY

To the teacher: "Good morning boys and girls. Is there someone who knows "Who I am?" (Then, establish yourself as one who has the job of teacher.) Continue saying that most people have jobs. Discuss "jobs" that the children may be familiar with. Tell the children that they are going to play the game of "Who Am I" and "What I Do."

Say to the children: "I am going to read something about people and the jobs they do. You will make a mark on the picture I am talking about. As soon as you have finished, put your pencil down." (Demonstrate to the children how to make an "X" and follow directions.)

1. The baker bakes bread, cookies, and cakes.
   Mark the cake.
2. The policeman helps people from robbers.
   Mark the policeman's star.
3. The telephone operator helps people to make calls.
   Mark the telephone.
4. Mark the secretary.
5. Mark the doctor.

Kg

Career Awareness Inventory

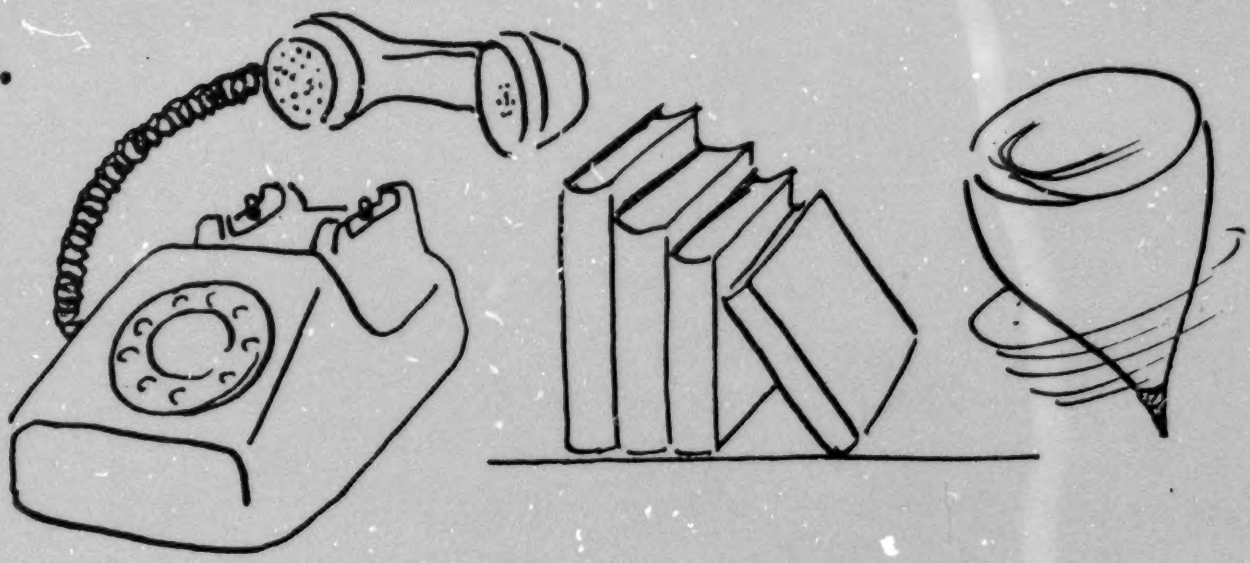
Directions: Mark "X" on the correct picture.

1.

2.

Kdg

3.



4.

5.

2

CAREER AWARENESS INVENTORY

DIRECTIONS: DRAW A CIRCLE AROUND THE BEST ANSWER.

1. The baker makes bread. Yes No

2. The mailman delivers letters. Yes No

3. The barber sells butter. Yes No.

4. The fireman puts robbers in jail. Yes No

5. A life guard is a construction worker. Yes No

6. Farmers grow only vegetables. Yes No

7. The policeman helps children to cross the streets. Yes No

8. Farmers who produce milk products are called dairy farmers. Yes No

9. The telephone operator repairs telephones. Yes No

10. All school workers teach the children. Yes No

11. You should have a Social Security Card to start a job. Yes No

12. Doctors and Dentists are in Health Occupations. Yes No

13. Nurses and beauticians have the same duties. Yes No

14. A want ad tells people how and where to find a job. Yes No

15. Chefs, cooks, and dishwashers are in the same job family. Yes No

NAME_____ SCHOOL_____

DIRECTIONS: Read each question or statement, determine the most correct answer, and then record your answer on the answer sheet by blackening the space between the lines under the matching letter on the answer sheet. If you wish to change an answer, erase it completely.
DO NOT mark on the test booklet. When you finish a page, go on to the next page.

1. Mechanics:

   a. Solve problems and find answers in science.
   b. Create new things, ideas, or materials.
   c. Work with tools and think about mechanical movements.
   d. Install telephones

2. A domestic service worker is a:

   a. Barber
   b. Housekeeper
   c. Clerk
   d. Engineer

3. Which group is hit harderst by unemployment?

   a. Service workers
   b. Unskilled workers
   c. Skilled workers
   d. Health workers

4. People lose their jobs because:

   a. They do not have the skills needed for their work.
   b. They are replaced by machines.
   c. They are not interested in their work.
   d. All of the above are reasons.

5. Workers who protect people against crime, fire, accidents, and acts of war are:

   a. Professional
   b. Service
   c. Technical
   d. Clerical

6. The "employment outlook" of an occupation means:

   a. The demand for workers both now and in the future.
   b. Where workers are located
   c. The demand for laborers at hhe present time.
   d. All of the above.

7. To become a licensed beautician, a person would:

   a. Serve an apprenticeship.
   b. Attend college for one or more years.
   c. Attend a special school.
   d. Receive informal training from a licensed operator.

8. Most carpenters belong to:

a. A company union.
b. A craft union.
c. An open shop.
d. An industrial union.

9. Workers who buy and sell what others produce are engaged in:

a. Manufacturing
b. Public service
c. Trade
d. Transportation

10. Which is not a service occupation?

a. Beauty operator
b. Mail carrier
c. Carpenter
d. Foreman

11. The best way to keep a job and be promoted is to:

a. Never borrow money from the employer.
b. Tell everyone how much work you do.
c. Make sure your boss knows all about your problems.
d. Be on the job regularly and work hard.

12. You should have a Social Security card:

a. Everytime you take a new job.
b. Before you start your first job.
c. After you have worked five years.
d. After you have worked one year.

13. Which pair of occupations needs about the same amount of training?

a. Tailer, Sales Clerk
b. Engineer, Banker
c. Tailer, Engineer
d. Banker, Sales Clerk

14. Workers who are involved in machines trades and crafts are:

a. Mechanical workers
b. Manual workers
c. Technical workers
d. Service workers

15. Which of the following is an example of a seasonal job?

a. Beauty operator
b. Telephone operator
c. Berry picker
d. Factory worker

16. Which of the following occupations are held by more women than men?

a. Teachers and acountants
b. Accountants and school counselors
c. Dietitians and chemical engineers
d. Teachers and nurses

17. Most goods and services in the United States are produced by:

a. Private businesses
b. Partnerships
c. Government
d. Farmers

18. Most girls, after graduating from high school, will be:

a. Factory workers
b. Cooks
c. Clerks and typists

19. Services that are given by engineers, physicians, and lawyers are:

a. Personal
b. Professional
c. Domestic
d. Mechanical

20. Which is the best way of training for a job?

a. Watching others work.
b. Doing the work.
c. Seeing movies.
d. Doing fun things.

21. To get ready for an occupation you need:

a. Only the school work needed to get a job.
b. School work and other ecperience for the job.
c. Only work experiences for the job.
d. The skill needed for the job.

22. Your personality is:

a. The way you talk.
b. Your truthfulness and dependability.
c. The things that make you different from any other person.
d. Use of your hands.

23. Which worker needs to know the most about people?

a. Farmer
b. Mechanical worker
c. Cashier
d. Clerk

24. In the next 10 years, employment in which of the following categories will increase most rapidly?

a. Professional and Technical workers
b. Service workers
c. Sales workers
d. Mechanical workers

25. The best definition of initiative is:

a. The ability to "stick to it."
b. Never do more than is necessary.
c. Ability to see what needs to be done and doing it.
d. Manual dexterity.

26. Occupations which need both scientific knowledge and special training are in:

a. Technical areas
b. Service areas
c. Business areas
d. Manual areas

27. Which phrase best defines <u>social ability</u>?

a. Able to solve problems and answer questions.
b. Able to do work quickly and well.
c. Able to work with and manipulate people.
d. Able to get along with others.

28. Decisions people make about jobs should take into account:

a. Strengths, or what one is good at learning and doing.
b. What one likes to do.
c. The kind of person one is.
d. All of these.

29. The school counselor's biggest responsibility is:

a. Making class schedules for students.
b. Adjusting class schedules for students.
c. Helping students make future plans.
d. Assigning students to classes.

30. Job interest is best defined as:

a. Something one can perform a task.
b. The [illegible] or desires.
c. The ability to become engaged in something and to continue it.
d. Something that a person likes to do.

31. Getting along with people is most important for a:

a. Bookkeeper
b. Telephone operator
c. Paperhanger
d. Printer

32. The best source of information about job duties and opportunities is:

a. Encyclopedia Britannica
b. World Almanac
c. Scholastic Magazine
d. Occupational Outlook Handbook

33. Perserverance is defined as:

a. Trustworthiness and dependability.
b. Ability to "stick to it"--continued effort in trying to reach a goal.
c. Doing what is necessary.
d. Muscular coordination.

34. Engineers, Physicians, and lawyers are:

a. Personal workers
b. Professional workers
c. Domestic workers
d. Mechanical workers

35. Which occupations would be taught at a vocational-technical school?

a. Law
b. Secretary
c. Engineering
d. Teacher

36. Which group of occupations needs to know a great deal about people?

a. Agricultural
b. Mechanical
c. Selling
d. Clerical

37. When seeking employment, one of the following will cost more money than any of the others. Which one?

a. Job want ads
b. Public employment agencies
c. Direct contact with employers
d. Private employment agencies

38. Bob says he really doesn't care what kind of work he does once he leaves school as long as it is working with people. If this is all Bob cares about he might be making a bad choice because:

a. This kind of work usually requires a college degree.
b. Employers usually hire girls for such work.
c. People look down on men who work with people because such work is usually done by girls.
d. Occupations in which one works with people can be very different from each other in abilities and interests which are needed.

39. Mary thinks she might like to become a computer programmer, but she knows little about computer programming. She is going to the library to find out more about it. The most important thing for Mary to know now is:

a. What the work is like, and what she would do in it.
b. What the pay is.
c. What are the hours of work?
d. Where she can get the right training.

40. Jane likes her high school biology and general science courses best. She likes to do her school work alone so she can concentrate. When she begins to think about her future occupation, she should consider:

a. Nurse
b. Accountant
c. Medical Laboratory Technician
d. Elementary School Teacher

OCCUPATIONS WHICH RECEIVE THE MOST MONEY

NAME _____ DATE _____

AGE _____ GRADE _____ TEACHER _____

DIRECTIONS: Below is a list of thirty jobs found in the United States. Look at each of these jobs and choose five that you think make the most money. In the space in front of the job, put a 1 by the job that you think makes the most money, a 2 by the one that makes the second highest amount of money, and so on until you have ranked all five.

_____1. Accountant

_____2. Auto mechanic

_____3. Barber

_____4. Bookkeeper

_____5. Bus driver

_____6. Cabinet maker

_____7. Cafeteria manager

_____8. Computer programmer

_____9. Custodian (janitor)

_____10. Day care center aide

_____11. Key punch operator

_____12. Lawyer

_____13. Life insurance salesman

_____14. Livestock farmer

_____15. Office machine operator

_____16. Plumber

_____17. Policeman

_____18. Printing press operator

_____19. Practical nurse

_____20. Photographer

_____21. Sales person

_____22. Secretary

_____23. Stock broker

_____24. Store manager

_____25. Social worker

_____26. Teacher

_____27. Telephone operator

_____28. Television repairman

_____29. Truck driver

_____30. Waitress

RN:mt

OCCUPATIONS WHICH YOU LIKE THE MOST

NAME _____ DATE _____

AGE _____ GRADE _____ TEACHER _____

DIRECTIONS: Below is a list of thirty jobs found in the United States. Look at each of these jobs and choose five that you think you would most like to do. In the space in front of the job, put a 1 by the job that you think you would most like to do, a 2 by the next one you would most like to do, and so on until you have ranked all five.

_____1. Accountant

_____2. Auto mechanic

_____3. Barber

_____4. Bookkeeper

_____5. Bus driver

_____6. Cabinet maker

_____7. Cafeteria manager

_____8. Computer programmer

_____9. Custodian (janitor)

____10. Day care center aide

____11. Key punch operator

____12. Lawyer

____13. Life insurance salesman

____14. Livestock farmer

____15. Office machine operator

____16. Plumber

____17. Policeman

____18. Printing press operator

_____19. Practical nurse

_____20. Photographer

_____21. Sales person

_____22. Secretary

_____23. Stock broker

_____24. Store manager

_____25. Social worker

_____26. Teacher

_____27. Telephone operator

_____28. Television repairman

_____29. Truck driver

_____30. Waitress

KM:ml

(f) Conclusions, implications, and recommendations.

The human factor creates the problems and that same factor delays the solution of societal problems.

There should be no poverty-stricken Americans. There should be no Americans who are rejected and made to feel inferior. There should not exist in our society people who are starving for recognition, for approval, for approbation.

This special program provided the opportunity for several successful experiences. Among these were:

a. The number of students participating in programs which included work experiences was greatly increased over the number normally enrolled in a general high school. While employment training stations were initially unavailable, the structure of the Exemplary Project provided personnel, who eventually secured contacts with business people and jobs. In the last two years of the program nearly every high school student in the project was employed for some period of time. The role of the freed placement counselor should be examined for possible inclusion in regular high school programs.

b. A total school effort was made to recruit students into vocational programs. All teachers and counselors made a conscious effort to promote occupational training via the Exemplary Project. Too often, unfortunately, occupational education programs have not received this emphasis. Perhaps the structure and techniques for promoting recognition of occupational programs will be used by other general high schools in Chicago.

c. Consultant services provided by the Central Office and the U.S. Department of Education were regularly sought and utilized by project staff. Workshops, video taping, and consultation for improvement of instruction, educational radio programs, and cooperative selecting of equipment and textual materials were shared by teachers, administrators and staff personnel. Cooperatively identifying goals and working toward their achievement was spotlighted in the conduct of the Exemplary Project.

d. A more conscious effort to provide an articulated K-12 career education program ranging from awareness to job preparation and entry was given impetus by the project. The elementary laboratories are being publicized and utilized by teachers and administrators throughout Chicago. An effort to replicate the laboratories in other locations should be considered. The close and informed cooperation between elementary schools and the high school of District 13 should be commended. This ccoperation was strengthened by the conduct of the project staff. More thoughtful and earlier selection of occupational offerings at the high school are being made. Certain traditionally available programs in home economics, industrial education, office education, and distributive education are being better utilized.

The effects of the Federally funded program have been major and will be long lasting. Work begun during the project will continue in many areas. For instance, the annual career fair is planned for spring, 1975 and is expected to remain an annual event in the district.

Other districts within the City of Chicago are regularly invited to visit the career labs that have been established.

Several high schools have studied the career education emphasis given to the DuSable's year-round curriculum and are considering local applications. The work experience program with IBM is scheduled to continue through 1975 and will be considered for further scheduling. Many of the new course offerings which intergrate career education rely on use of equipment purchased by the project. This material will have some lasting influence on the DuSable program.

Many of the teacher education programs will continue. Mrs. French has been permanently assigned as a district career education coordinator for purposes of continuing teacher education programs. And, District 13 is working with the University of Illinois, Urbana, to develop a master's degree program based on interests, needs and backgrounds of District 13 teachers. This graduate program will hopefully produce products in terms of personnel and material which will continue the spirit and works begun in career education because of the DuSable Exemplary Project.

APPENDIX A

DuSable Exemplary Project
Six-Month Extension
Summary Report

DuSable Exemplary Project
Six-Month Extension

Summary of the report.

Occupational information has become an important goal of education.

The Vocational Educational Act of 1968 conducted under Part D of Public Law 90-576, provided that programs of career information and job preparation be implemented in elementary and secondary schools.

The need for career education grew out of much research in the field of vocational guidance information. The rising trends of education, having to recognize the need to expose our young people to the world of work, have placed a great deal of emphasis on developing salable skills, realizing the dignity of work, and forming positive attitudes toward work.

Many students develop unrealistic images concerning the world of work; and very little has been done in an organized way to translate career development theory in practice in elementary schools.

Self-guidance places the primary responsibility for involving a productive and rewarding way of life upon the individual himself.

To enable individuals to assume this responsibility, the schools must provide programs for youth which involve exposure to and exploration of various occupations, development of basic skills, or training in some vocational area in relationship to their abilities, interests, and guidance in career choices.

(a) Time period covered by the report.

In September, 1971, the DuSable Exemplary Project-Bridging the Gap Between School and the World of Work Career Education emerged fully funded by HEW discretionary grant, and operated throughout District 13 of the Chicago Public Schools.

(b) Goals and objectives of the project.

The project, which involved one high school, DuSable, and five feeder elementary schools, Colman, DuSable UGC, Dyett, Horner, and Parkman focused on two major principles:
(1) a high school program designed to provide specific training in job entry level skills in six vocational areas, and to guide urban youth in other job related areas; and
(2) an elementary career awareness and career exploration experiences.

The DuSable Exemplary Project, DuSable High School, District 13 operated for the past three years, September, 1971 to June, 1974, with a program designed to prepare seniors without salable skills for employment.

The proposed program included:

Vocational instruction
Intensive and accelerated instruction
Extended instructional time
Job placement
Related instruction (good grooming, human relations, communication skills, proper decorum and job information)
Remedial and individual instruction
Individual counseling and group guidance

Also part of the project was an elementary school (k-8) guidance program.

With occupational information geared to the interest, aptitudes and educational opportunities of each pupil, it was hoped that each child would become more self-directed, see himself in relation to his opportunities, and formulate and achieve worthy and realistic goals.

Other objectives include:

A continuous vocational guidance program
Developing positive work attitudes and work habits
Career awareness and exploration of occupational opportunities
Providing job entry level skills
Reinforcing the concept of education as a continuous process

The staff consisted of a full-time director, working under the supervision of the principal; an associate director, working under the supervision of the district superintendent who coordinated and enhanced the occupational information programs in all of the feeder schools; a counselor, who was responsible for coordinating individual and group guidance activities, organize tours, job placement activities, and the dissemination of vocational information to the entire DuSable student body; and six teacher coordinators in each of the six areas who conducted occupational training programs, develop job placement, follow-ups, and provided career information pertaining to their respective areas. (Typing, Data Processing, Automotive Services, Off-Set Printing, General Clerical Procedures, and Food Services) Appendix A

There were many extra curricular activities planned in the high school and elementary schools which correlated with the objectives of the project.

They included:

Assemblies - (guest speakers were invited to give presentations, filmstrips and films were shown, and group guidance teachings demonstrated

Field trips (hospitals, firestation, police station, IBM, Western Electric, Black Expo, Black Esthetics, publishing companies, banks, groceries, stock market, and industries

Clubs
Bridging the Gap Service Club
Elementary Career Club

Bridging the Gap Newsletter

Teacher Workshops

Career Day

Career Conference

Career Fair - culminating activity each year which gave teachers and students the opportunity to display creative career education projects.

This project tried to demonstrate the importance of preparing young people for the world of work through a program of awareness, exploration, and skill development

During this three year program, DuSable launched a total career education program which involved the entire student and faculty bodies, the DuSable Community Occupational Educational System, D-COES.

The objectives of D-COES were developed as a result of a needs assessment of the school and community. They included the following:

Each student leaving will have a salable skill
Job placement system
Career preparation
Correlation of skill building experiences with self-developing experience
Measurable objectives and individualized learning
Adult continuing programs

As a result of the impact of the DuSable Exemplary Project in the total educational program at DuSable High School and the 5 feeder elementary schools, a six-month extension was granted to District 13 from July 1 to December 31, 1974.

District 13, recognizing the need for a career education system which would emphasize decision making skills and essential skills for making career choices, addressed itself to implement a program during these six months which would facilitate the student in developing an understanding for the need of acquiring the basic skills in math and reading and to involve career awareness and career exploration experiences.

With the acceptance of the D.E.P. Six-Month Extension, Mrs. French returned to work in July 1974 to initiate plans for the development of a career education laboratory design to be implemented in the five elementary schools: Colman, DuSable UGC, Dyett Middle School, Horner, and Parkman.

Although there were several problems relating to the budget, Mrs. French worked from July 15 to August 16, 1974. During this timeline, designs for the laboratories were formulated. The laboratories would consist of:

(1) Centers of Interest

Independent Study
Small Group Discussion
Testing
A.V. Materials (film, filmstrips, cassetts, etc.)
Resource material (teachers and students (career ed materials from various companies: SRA, E.C.C., E.P.C., etc.)
Roleplaying - This will be the focal point of the laboratory. It will consist of materials designed around the five state clusters.

Examples are:

Health Occupations (Medical Center)
Business Occupations (Bank, Office, Grocery)
Personal and Public Services (Performing Arts, Restaurant)
Industrial Technology (Automotive Services of Travel Agency)
Agriculture-Bio (Farm)

(2) Instructor's Area

(3) Teacher-Aide's Area

(4) Project Display Area (bulletin boards, students' workbooks, projects, etc.)

The DuSable Exemplary Project - Six-Month Extension has taken the task of "briding the gap" between D-COES and its feeder elementary schools by establishing a K-8 career education program which will provide rich experiences and opportunities for a better understanding of the meaning of preparing for the world of work upon entering into the instructional program of D-COES.

It is the purpose of this laboratory to provide within the five schools in District 13 a career education guidance program which will emphasize decision making skills and essential skills for making appropriate career choices.

It is expected that this laboratory situation will facilitate the student in developing an understanding for the need for the acquisition of the basic skills.

The project's laboratory objectives were developed as a result of a needs assessment of the schools and community.

They included the following:

To implement a program that improves the self-concept of the elementary students (k-8)
To implement specific learning activities that will create career awareness, career field exploration, career decision-making, and the need for acquiring the basic skills.
To provide specific instructional sequences
To provide criterion based management
To provide an environment in the laboratories which presents apportunities for teachers and students to participate in an environment which fosters better understanding of career choices, career planning, occupational awareness, and preparation.
To provide a dissemination document with the design for a career education laboratory.

(c) Procedures followed.

Mrs. French spent many weeks in preparation for and participation in workshops and staff development in order to plan a program lab design. Such activities included:

Workshops involving - "What Is Career Education?", August,1974, Robbins, Ill.; "Writing Proposals", October, 1974; and Holiday Inn, October 22, 1974
Career Conferences - September 10, 1074, Junior Chamber of Commerce, and October 26, 1974, Chemical Industries Council
Meetings - Career Objectives Committee, October 3, 1974, Springfield, Illinois
Staff Development, September 3, 1974, S.I.M.U.
D-COES Planning Team - October 8, 1974

These workshop experiences provided Mrs. French with knowledge in organizing and structuring the rationale, objectives, and goals for the District 13 Career Education Program. The workshops, conferences, and meetings presented valuable information relative to the planning of a K-12 career education program, individualized instruction, career education objectives, staff development, and managing skills. They were also opportunities to be exposed to many materials and resources that may be necessary tools to assist the student in relating school with the world of work. In all of the sessions, innovative ideas, comments, suggestions were shared by the attending participators.

An important aspect of the Six Month Extension was that this program was operating without additional board funding. All materials, equipment, consultant services, etc., were handled within the bounds of the limited budget.

Nevertheless, Mrs. French spent a great deal of time visiting with staff members and students of the five elementary schools to better understand and meet the needs, purposes and directtions of the career education program to ensure that the necessary materials, tools, etc., were available and beneficial to the students.

Horner and Colman elementary schools invested in Career Education Materials from Education Achievement Corporation (E.A.C.) to be previewed by the teachers and used by the students.

Mrs. French ordered many career education teacher resource books, student resource materials, and games to be used in the schools.

Already, plans for the operation of two laboratory models are in the makings at the Horner and Dyett Schools.

There were several important meetings involving the projects' activities, objectives, and evaluation.

On September 6, 1974, Mrs. French met with Mr. Joseph Dixon, Assistant Superintendent of Vocational and Technical Education. Dr. Gerald Bober, Business Ed.Consultant, Mrs. Louise Dougherty, Assistant Superintendent, Pupil Personnel; Mr. Elmer Schick, Regional Director; and Dr. William Rohan, District 13 Superintendent, to discuss the possibilities of receiving additional funds to continue the K-8 career education program that will produce a transportable model for other school districts.

On September 18, 1974, Dr. Robert Nelson, Third Party Evaluator; Dr. Bober, and Dr. Rohan met with Mrs. French to review the project's purposes, objectives, and final evaluation. This meeting brought much insight into the rationale of the project, what is to happen by the end of December, 1974, and any projected plans for the project as of January 1975.

Mrs. French participated in a Management Seminar for Evaluation of Exemplary Project, September 19 - 20, 1974, Ascot House. Each project directly presented an overview of objectives, goals, and a special feature of the project. Mrs. French's topic dealt with the District Career Education Program Design, D-COES, and the K-8 Career Laboratories.

This workshop provided information regarding the progress of operating projects, problems of HEW projects, and the importance of evaluation.

Dr. Rohan, Mr. Thomas Zuck, Pacific Learning Services, and the third party evaluator attended the seminar, too.

(d) Results accomplishments.

The culminating activities for the DuSable Exemplary Project and Six Month Extension have exemplified the continued efforts on the part of the elementary and high school teachers to develop strategies to infuse, integrate, and correlate career education concepts with the existing curriculum.

The various ideas that were developed during the inception of this project have attempted to provide a program designed to emphasize decision making skills and essential skills for making appropriate career choices, and which improves the self concepts of both elementary and high school students.

The following activities provided successful experiences in making aware, exploring, and preparing the District 13 students for the world of work:

Assemblies
Career Conferences - invite people in business, etc.
Career Day
Career Fair - Exhibition of all career education projects
Banquets - recognition of cooperating businesses, industries, etc.
Field Trips (I.B.M., Washburne Trade School
On-The-Job Training
Radio Station WBEZ - Let's Recite
Resource Speakers
Career Education Workshops
Career Education In-Services
Resource Materials Exposure
Integration of Career Education Activities with Academic Subject Activities

(e) Evaluation.

These past three and a half years (September, 1971-December,1974) have been invested in the development, refinement, installation and evaluation of a career education program in District 13, which is understandable as to how the DuSable Exemplary Project was given a Six Month Extension.

The DuSable Exemplary Project and Six Month Extension took on the task of "bridging the gap" between the world of work and school by establishing a program which would provide rich experiences and opportunities for a better understanding of the meaning of preparing for the world of work and the importance of staying in school.

The objectives of the total project could not have been met without the tireless efforts and cooperation of the following personnel:

Dr. William Rohan, District 13 Superintendent
Six Principals: Mr. Frank Lucente, DuSable H.S., Mr. Ben Ostrar, Colman; Mr. Alvin Boyd, Dyett; Mr. Walter Parker, DuSable UGC; Mrs. Theresa Leonard, Horner; and Mrs. Sue Fowlkes, Parkman
HEW Staff:
- Mrs. Louise Dumetz, Director
- Mrs. Winifred French, Associate Director
- Mrs. Cheryl Gholar, Counselor

HEW Teacher-Coordinators:
- Elester Dabney, Print Shop
- Henry El, Data Processing
- Peggy Hicks, General Clerical Procedures
- Albert Isaacs, Automotive Service
- Marva Littleton, Typing
- M. Saxon, Food Services

Elementary Guidance Coordinators
- Colman: Mrs. Louise Creach, Mrs. Thelma Lewis, and Mr. Cordell Ford
- DuSable UGC: Mr. Leroy Brazier and Mrs. Gwen Flowers
- Dyett: Mr. Ronald Warren, Mrs. Lillian Nash Mrs. Estelle Lanier, and Mrs. Delia McVoy
- Horner: Mrs. Marion McCoo and Mr. Louis Campbell
- Parkman: Mrs. Thelma Scott

Elementary Teachers K-8
High School Teachers
District 13 Staff:
- Mr. Leo Ellis, Human Relations Coordinator, District 13
- Mr. J. K. Lamar, ESEA Coordinator, District 13
- Grace Mathis, Marjorie Nelson, Philistine Tweedle, and Anistenia Fowler

(f) Conclusions and recommendations.

Having met many of the objectives for a model career education program, District 13 launched a program which will continue the efforts of the DuSable Exemplary Project through a laboratory design to provide career awareness and career exploration experiences.

During September, 1974, Mrs. French began to implement plans which were developed in July and August, 1974 for the Career Education Laboratory Design.

Body of the report.

(a) Problem areas.

District Thirteen in realizing the importance of providing a program which will emphasize decision making skills and essential skills for making appropriate career choices, developing a positive self-concept, and creating specific learning activities in the areas of career awareness, career field exploration, and career planning, implemented a systematic career education program of individualized instruction that will bring to the existing curriculum factors that will be relevant to the immediate social, economic, and cultural needs of the students.

In order to initiate the laboratory design for the 5 projected areas: Colman, DuSable UGC, Dyett, Horner, and Parkman, Mrs. French planned and conducted bi-monthly meetings with the guidance coordinators of each school.

The meetings involved the following timelines and discussions:

(1) October, 1974, District 13 Office, 9 a.m. to Noon, attended by District Superintendent, Dr. William Rohan, Mr. Frank Lucente, Principal, DuSable High School, 5 elementary teachers, 5 guidance coordinators, Mr. J. K. Lamar, ESEA Coordinator, Mr. Allen Smith, Area A Consultant, and Kathy Quinn, Articulator, District 13. The topics of discussions included: brief description of Six Month Extension, Career Education Laboratory Design, Career Guidance Curriculum Guides (Board of Education), Staff for Labs, and articulation of elementary and high school programs.

(2) November 13, 1974 - 9 a.m. to Noon, Dyett Middle School, attended by Dr. William Rohan, designated principals and guidance coordinators, J. K. Lamar, ESEA Coordinator and Kathy Quinn. The topics for discussions: Laboratory Design Purposes and Objectives, Reports from guidance coordinators regarding available resource materials, personnel, and space on the schools, and any student activities.

(3) November 22, 1974 - District Office - 9:00 a.m. to Noon, attended by same personnel. The activities include: Viewing of film "Career Education;" and developing of Career education concepts, objectives and strategies, correlation of Board Curriculum Guides with Laboratory Design, and the set-up of model laboratories for two schools, Horner and Dyett.

(4) December 4, 1974 - District 13 Office - 9 a.m. to Noon - attended by same personnel. The activities included were: Visitation of Human Resource Labs at Farren School and DuSable High School, Progress Reports from five Guidance Coordinators, and projected date for visitation to two model laboratories, Horner and Dyett.

(5) December 17, 1974 - 9 a.m. to Noon - Horner and Dyett; Open House for two labs - (to be discussed later)

All meetings were well attended, and each person was given the opportunities to discuss matters that needed attention.

Many of the problems were in the areas of:

Available personnel - who is to manage the lab? The guidance coordinator? A free teacher? Who?

Available space - where are the resource materials to be located if there is no available space? What about security of A.V. equipment?

The bi-monthly meetings for the principals, and guidance coordinators provided the opportunity for Mrs. French to give in-service training in the areas of career education concepts, objectives, goals and programs which was difficult to arrange during the first few years.

All of the fore-mentioned members attending the meetings were given information regarding career clusters, sample units and assignments, career education resource materials for teachers and children, lists of resource speakers and field trips, free and inexpensive materials, and tentative career laboratory design for District 13. These materials were very helpful to Mrs. French in explaining the "how to" of career education.

Having received assignments from Mrs. French, the guidance coordinators set out to complete the task necessary to be finished if the laboratories are to be functional by January, 1975.

On December 10, 1974, each guidance coordinator had to submit progress reports regarding the setting up of the labs.

The reports were as following:

(1) Colman School - Mr. Cordell Ford, liaison guidance coordinator, reported that a temporary laboratory situation had been set up in a room shared by a master teacher and adjustment teacher. All of the career resource materials had been categorized according to grade levels. As of now, the laboratory has only two centers, resource materials, and A.V. center. Already the teachers had begun to preview and inquire about the materials. The problem areas were listed as: no freed personnel to totally manage the room, no empty room for all centers, and, therefore, no children could be scheduled to visit.

(2) DuSable UGC, Mr. Leroy Brazier, liaison guidance coordinator, reported that room 172 would be available for the set up. He submitted a request for furniture that was needed.

(3) Dyett Middle School, Mr. Ronald Warren, liaison guidance coordinator reported a complete laboratory. This was designated as one of the model laboratories to be visited on December 17, 1974. The tentative teacher manager would be Mrs. Blakmore.

(4) Horner School - Mr. Louis Campbell, liaison guidance coordinator, reported a completed laboratory, also. This was to be the second model laboratory to be visited on December 17, 1974. The tentative teacher-aide was to be Mrs. Lena Cromwell.

(5) Parkman School, Mrs. Thelma Scott, liaison guidance coordinator, reported that all of the career education materials had been identified and categorized according to grade levels. There were many problems listed, namely, no available space or personnel, and no furniture to set up centers of interest. These problems would be eliminated by January, 1975

Mrs. French made requisitions for more career education materials and furniture needed for the two model laboratories. (Appendix B) She submitted proposals requesting additional funding for the other 3 laboratories from E.S.E.A., and the state government.

Each laboratory must have the following materials to be all inclusive:

(1) Centers of Interest

Resource Center - present career education materials for teacher and student resources.

A.V. Center - equipment such as projectors, cassettes, record players for use to show filmstrips, films, tapes, etc.

Independent Study - Area for individualized instruction.

Testing - Area for diagnosis of career awareness and exploration.

Small Group Discussion - Area for children to have group sessions regarding career topics.

Roleplaying - The focal point of the room will provide an environment for interaction between school and the world of work.

Although this was a Six Month Extension Project, the efforts of the afore-mentioned personnel greatly exceeded the call of duty to see that by December, 1974, at least two laboratories would be operating. Horner and Dyett Schools would be ready for visitation on December 17, 1974.

(b) Goals and objectives of the project.

Same as those given for the project.

(c) Description of project design.

Mrs. French and Mr. Thomas Zuck, President, Pacific Learning Services, collaborated to produce the career education laboratory design, inclusive of units with six components: behavioral and performance objectives, learning activities, criterion references tests, correlations, (to be done by teacher-managers) evaluation, and data bank.

(d) Results; Accomplishments.

In the final analysis, the DuSable Exemplary Project and Six Month Extension have made a major impact upon the District educational system, as well as city-wide. DuSable High, D-COES, has imparted a career education program which included involving the entire student and faculty bodies.

The objectives were developed as a result of a needs assessment of the school and community which included:

(1) Guarantee that no student leaving high school would be without a salable skill.

(2) District wide system of job placement.

(3) Opportunity for each individual to select and prepare for a career-consistent with his capabilities, aptitudes, and needs.

(4) Correlation of skill building experiences with self-development experiences.

(5) Personalize education through modes of educational delivery, measurable objectives, and individualized learning.

(6) Adult continuing education programs.

The Six Month Extension by establishing a K-8 career education program would provide rich experiences and opportunities for a better understanding of the meaning of preparing for the world of work upon entering into the instructional program of D-COES.

The model laboratories located at the Horner School and Dyett Middle School, would serve as a guidance for the other three laboratories to be implemented by January, 1975, and for the remaining elementary schools in District 13.

With occupational information geared to the interest, aptitudes, and educational opportunities of each pupil, he would be more self-directed, see himself in relation to his opportunities, and formulate and achieve worthy and realistic goals. Other objectives included:

(1) A continuous vocational guidance program

(2) Developing good work attitudes

(3) Developing Positive work habits

(4) Creating awareness of occupational opportunities

(5) Providing knowledge about families of occupations

(6) Providing skills sufficient to meet the demands of a constantly changing world

(7) Reinforcing the concept of education as a continuous process

Another effect related to the popularity of the project among students and the successful image the project was building was the fact that a "Career education" premise was used to introduce the drive toward a 45/15 school year.

With the new 45/15 emphasis on techniques developed by the Pacific Learning Services to effect individualized learning District 13 Schools will be involved in returning education to its role of improving the life quality of students while in the school environment.

(e) Evaluation.

The extension period was evaluated by staff of Chicago State University. The following is Chicago State's report:

Between September, 1971, and June, 1974, the DuSable Exemplary Project was conducted in District 13 of the Chicago Public School System. The official title of this project was "Bridging the Gap Between School and the World of Work." This career education project was funded by an HEW discretionary grant.

An evaluation report was prepared for the three-year DuSable Exemplary Project. A special extension of this project was granted for an additional six months (July, 1974 to December, 1974). This report contains an evaluation of the activities conducted during the six month extension period.

Purpose of th six month extension.

The two primary components of the DuSable Exemplary Project included a) an elementary component and b) a secondary component. During the three years of the project, primary concern and emphasis was on the secondary component. Most of the project expenditures centered on student and teacher activities at DuSable High School.

This project was designed to prepare students for employment by providing specific training for job entry skills. DuSable High School seniors who did not have salable skills were encouraged to enroll in six different vocational areas: Typing, General Clerical Procedures, Data Processing, Food Services, Offset Printing, and Automotive Services. Potential drop-outs at lower grade levels were also eligible for enrollment.

The program of instruction included:

(1) Vocational instruction at the senior level for those who had not developed vocational skills that would make them employable.

(2) Intensive and accelerated vocational and academic instruction.

(3) Provision for extended instructional time for those who needed it.

(4) Placement on jobs at the time students reached a satisfactory level in their skill development.

(5) Related instruction in grooming, human relations, communication skills, proper decorum and job information.

(6) Remedial and individual instruction.

(7) Individual counseling and group guidance.

The other major component of the project was an elementary school (K-8) guidance program incorporating career development and occupational information. This program was designed to give elementary pupils career information, to prepare them for high school by giving them a background for making more valid vocational choices upon entering high school, and to have a continuous guidance program from school entrance to school leaving.

The associate director, Mrs. Winifred French, was primarily responsible for the elementary component of the DuSable Exemplary Project. Funding of the project was geared to preparing "students for employment by providing specific training for job entry skills."

Many of the career education activities at the elementary level were initiated by Mrs. French with little or no financial support from project funds. Success at the five elementary schools (Colman, DuSable UGC, Dyett Middle School, Horner and Parkman) was primarily due to the initiative, determination and leadership ability of Mrs. French. As a result of the impact of the three-year DuSable Exemplary Proje-t in the total educational program at DuSable High School and the five feeder elementary schools, a six month extension was granted to District 13 from July 1 to December 31, 1974.

The elementary component.

One of the major purposes of the six month extension was to prepare and implement a career education program design at the elementary level. This program design would serve as a model for the other eleven elementary schools in District 13 of the Chicago Public Schools and would provide articulation with the career education program at the secondary level in DuSable High School.

At the beginning of the six month extension, Dr. Robert Nelson (third-party evaluator) made the following observations pertaining to the outcomes desired by the project staff.

(1) The Six Month Extension Project should build upon, and continue to expand the total DuSable Exemplary Project at the elementary education level.

(2) The Career Guidance Laboratory design should be planned so that it will be an integral part of the total elementary education program, rather than as a separate "add-on" activity.

(3) Of special concern to the project staff was the necessity of developing a career guidance system through the Career Guidance Laboratories, which would assist students in understanding relationships between academic subjects, vocational subjects, and career education.

(4) The five elementary schools (Colman, DuSable UGC, Dyett Middle School, Horner, and Parkman) which participated in the DuSable Exemplary Project should serve as the locations for five Career Guidance Laboratories.

(5) A primary outcome of the Extension Program should be the design (specifications) of a model Career Guidance Laboratory. This model should be transportable to other Chicago Public Schools.

(6) The Career Guidance Laboratory should be primarily guidance oriented.

(7) The Career Guidance Laboratory should be designed to meet the needs of three distinct groups of students at the elementary level: a) K-8, b) middle school, c) upper grade center (grades 7-8).

(8) Mrs. French and the directors of the five Career Guidance Laboratories would be responsible for the selection of materials which were appropriate or could be adopted to the career education needs of elementary school students (K-8) who live in an inner-city environment.

(9) It was the intent of the project staff to provide activities and materials in the Career Guidance Laboratories which correlate and can be articulated with the high school career education curriculum.

Project objectives of the six month extension.

The following project objectives were stated in the original proposal for the Six Month Extension of the DuSable Exemplary Project.

(1) To implement a Career Education Program that improves the self-concepts of the elementary students (K-8) in five target schools: DuSable UGC, Dyett Middle School, Colman, Horner, and Parkman, through the development of objective based curricular design K-8 career awareness and exploration and is transportable in the city of Chicago.

(2) To implement within the continuum of the Career Education Program a systematic program of individualized instruction that will bring to the existing curriculum factors that are relevant to the immediate social, economic, and cultural needs of the students.

(3) To implement specific learning activities that create career awareness, career field exploration, career decision-making and the need for acquiring the basic skills. The system will use reference testing to measure specifically developed objectives and thus create the base for an instructional management system.

(4) To provide a system which teaches and reinforces the following process skills essential to achieving academic, vocational, occupational, and career success:

perceiving	goal-setting
communication	critical thinking
decision-making	career planning
valuing	leading

(5) To provide specific instructional sequences that facilitate students in identifying needs, interest, and abilities and relating them to career exploration, career choice, and career planning.

(6) To provide specific instructional sequences, both in school and in the larger environment of the community; experiences which acquaint students with academic, vocational, occupational and career opportunities.

(7) To provide suggestions for criterion based management which can be manually managed and suggestions for computer application according to the Board of Education-City of Chicago guidelines for continuous progress learning.

(8) To provide a continuing in-service staff development program for guidance coordinators, faculty personnel, and community members that develops an adequate understanding of career choices, career planning, occupational awareness and career preparation.

The evaluation team used the information gained in meetings with the project staff, other personnel within the Chicago Public School System, and the eight project objectives listed above to determine the following evaluation objectives which are stated in measurable terms.

(1) During the Fall Semester 1974, Career Guidance Laboratories will be established in two elementary schools in District 13.

(2) Each of the two Career Guidance Laboratories will contain career education materials valued at approximately $4,000 per unit lab and will be staffed by a certified teacher with experience in career guidance and counseling at the elementary education level.

(3) During the Fall Semester 1974, materials will be identified to provide a total integrated system which will enable students to develop the following process skills:

perceiving	goal-setting
communications	critical thinking
decision making	career planning
valuing	leading

(4) By December 31, 1974, the project staff will devise a criterion based management system for a model Career Guidance Laboratory which can be implemented manually. Suggestions for computer applications will be included in the document and will be in accordance with the Board of Education-City of Chicago guidelines for continuous progress learning.

(5) During the Fall Semester 1974, the project director will meet with the guidance coordinators on a bi-monthly basis and provide them with a continuing in-service staff development program.

(6) From the experiences gained in the Career Guidance Laboratories the Fall Semester 1974, the project director and project staff will prepare a model program design for the operation of a Career Resource Lab.

(7) By December 31, 1974, the document containing the program management design for a Career Guidance Laboratory will be ready to be printed. This document will be used to inform District Superintendents in the Chicago Public Schools about the project outcomes.

Outcomes of the project.

During the six month extension period, the third party evaluator made three on-site visits. Three additional visits were made to Chicago to monitor the progress of project staff toward achieving the evaluation objectives.

The following outcomes were achieved and related directly to the above evaluation objectives:

(1) During the six month extension period, two Career Guidance Laboratories were established as a regular part of the ongoing educational programs at Dyett Middle School and Horner School.

The development of three additional Career Guidance Laboratories are in progress at DuSable UGC, Colman School, and Parkman School.

(2) The two Career Guidance Laboratories in operation at Dyett Middle School and Horner School are being staffed with a liaison guidance coordinator and a teacher-manager. Classroom teachers are also available to provide instructional assistance when their students are in the Career Guidance Laboratory.

(3) Mrs. French, with the assistance of the Liaison guidance coordinators and classroom teachers, selected career education materials appropriate for the needs of elementary school students in District 13. These materials appear to be useful to students in uderstanding career education Additional career education materials are being reguisitioned by Mrs. French.

(4) The student career ducation materials and especially the materials entitled the Valuing Approach to Career Education K-2 and 3-5 from Education Achievement Corporation, Waco, Texas, appear to provide students with experiences which allow them to develop the following process skills: a) perceiving, b) communications, c) decision making, d) valuing, 3) goal-setting, f) critical thinking, g) career planning and h) leading.

(5) The design for the k-8 Career Guidance Laboratory has been developed in a report by the Pacific Learning Services of Illinois, Inc. This company has worked closely with Mrs. French and other project staff in developing the basic design of the career guidance laboratory.

(6) The instructional Management Chart, which is included in the above report, is designed for manual monitoring of the progress of individual students toward achieving the objectives of the elementary career education program developed by the Pacific Learning Services. Implications for computer applications can be readily seen.

(7) Mrs. French has provided in-service training for the elementary school personnel by conducting bi-monthly meetings. She has also participated in a number of workshops relating to career education. These activities have contributed to Mrs. French's professional growth as director of this project.

(8) The Career Guidance Laboratory appears to serve as the focus for instruction in career education. The laboratory provides visibility to both teachers and students within the elementary school.

(9) The Career Guidance Laboratory is a genuine attempt by District 13 to individualize instruction. The facilities within the laboratory create the physical environment necessary for small group and individual study.

(f) Conclusions and recommendations.

The important objectives of effecting a change in the affective behavior of the participating students cannot be over-emphasized. Coming from homes where a low value is placed on both education and work (in many instances) as a way of life, students must be led to the discovery that society can function satisfactorily only if there are citizens who make a contribution that improves the existing conditions. A person who is trained and skilled in his career can know the pride of the builder, the successful artician.

ESEA has taken on the responsibility of exploring additional funding to maintain and expand the career laboratories. As stated in the main report the effects of this entire project will have permanent impact on the school district. With the establishment of the working labs, students are receiving instruction and teachers and administrators are seeing a working model. Also, many of the project activities begun are continuing. The career fair, work experience activities, elementary teacher orientation to career education concepts, and functional career labs will continue. The entire curriculum of DuSable High School integrates career education. Since DuSable is a model 45/15 year round school, its curriculum is of special interest. District 13, has been identified by a number of educators as the model district of how career education can truly be accomplished and made part of the Chicago Public Schools.

APPENDIX B
Career Laboratory Publications

K–8 CAREER GUIDANCE LABORATORY

PACIFIC LEARNING SERVICES
OF ILLINOIS, INC.

Design for the K-8 Career Guidance Laboratory

Contents.

I. Laboratory Members
II. The Learning Environment
III. Instructional Materials.
IV. The Learning Program.
V. The Management System
VI. The Role of the Teacher/Manager
VII. Expectations and Outcomes

I. Laboratory Members

The individuals serviced in the laboratory can be divided into three levels or categories based on chronological age or basic development as opposed to levels of achievement -

Level one - early childhood - 5 to 8 year olds - level - A to H (Chicago Board)

Level two - middle childhood - 9-10 year olds - level - J and K

Level three - pre-teens - 11 to 13 year olds - level - L to N

II. The Learning Environment

Physically the laboratory is made up of a series of learning centers to provide an individualized learning experience. The centers and their functions are as follows -

1. Planning/Discussion Center - This center provides a place for student orientation, teacher/student planning, individual student diagnosis and evaluation plus student, teacher/community interaction.

Tutorial Center - This center provides a place for teacher/student tutoring - one to one, laboratory aide/student tutoring, a student/student tutoring and parent/student tutoring relationship.

Independent Study Center - This area of the laboratory provides a place where according to individual needs or style of learning students may work alone or in small groups, depending on common objectives or needs.

Testing Center - This center provides a place in the laboratory where students can quietly evaluate their own progress individually on an as needed basis. Also the teacher/manager uses the testing center to diagnose individual student needs.

A/V Center - Here is housed all the audio/visual equipment used in the laboratory and under the direction of the teacher aide is student managed. Students operate in the A/V Center as in the Resource Center, on an independent basis according to their individual or small group resource needs.

Resource Center - As in the A/V Center here is housed all the instructional system materials used in the laboratory. Because the K-8 Career Guidance Laboratory services these levels of young people, the Resource center is divided into these areas -

- early childhood
- middle childhood
- pre-teens

Some materials are used in common and are also housed accordingly.

Role Playing Center - This Center which is basically located in the central portion of the laboratory provides a place where students under the teacher/manager and aides direction, can carry out simulated work/play experiences.

Teacher/Manager Station - This area of the laboratory provides a base where the teacher/manager and aides store records, oversee the general laboratory activity and receive visitors.

The dynamics of the laboratory learning environment provides a learning setting which allows free movement within the program structure for a combination of student self-directed activities under adult supervision. This kind of learning setting presupposes a degree of student self-direction and responsibility. Depending on the degree of readiness students manifest, they can function independently according to teacher/manager evaluation of readiness.

Page 2.
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III. Instructional Materials -

1. Staff Instructional Materials

Laboratory Management Manual - This document gives a teacher/manager and the laboratory aide a continuous resource on how to oversee laboratory operation. The manual treats all aspects of operation -

a. physical layout of the laboratory including management of learning centers.

b. how to conduct student and community orientation to the laboratory.

c. organization and use of learning materials.

d. how to maintain the objective based individualized criterion management system.

e. how to organize and integrate field trips and professional and non-professional community personnel activity with the laboratory.

f. how to create and maintain simulated role playing activity as an essential part of the laboratory.

g. how to integrate student lab activity with a student regular learning program (both in the lab and in their regular classrooms).

h. how to maintain and encourage student motivation and self-direction.

2. Student Instructional Materials.

a. Format for individually set modules used in the laboratory.

Objectives - Each module contains two kinds of behavioral objectives, that is, student performance objectives and student testing objectives. A module has from three to five performance objectives which identifies a topical segment of learning. Supportive of each performance objectives is a series of testing objectives which test specifically the elements contained in a particular performance objective.

There are three types of performance objectives in the modules: 1 - cognitive - 2 - Affective and 3 - Psychomotor.

Learning Guides - Each module contains a series of learning guides depending on the number of performance objectives in a module. A learning guide is composed of a series of things to use and things to do.

Things to use (directs students to resources)

- Cassette tapes, as each performance objective in a module is introduced through listening.
- Film strips for viewing activities.
- Reading resources - commercially produced materials which are correlated to the learning guide, plus the resource guides to the role playing center.
- Activity pages (appropriate to the different levels of learning).
- Manipulatives that are used in conjunction with the role playing center.

Things to do -

Integrate activities which coordinate the use of the entire laboratory, field trip experiences and visitations from professionals for students in relation to their lab and regular classroom experiences.

Criterion Testing - Each module has a series of criterion tests which test each student's own continuous progress. The test contain two testing items for each student testing objective and thus test the performance objectives in the program specifically.

(See Addendum #1 for a sample of a Career Guidance Module).

b. Student Orientation Modules.

At the three different levels, the orientation modules introduce the students through a listening base to the purpose of the program and how to use each learning center in the laboratory.

The orientation modules also introduce the students to the idea of individualized instruction as a new way of learning and working with others to have fun and gain skills.

Also in the orientation modules, students are introduced to the three characters which will accompany them through the program. These characters appear on the tapes and in the learning activities in the modules as well as in the activities in the role playing center. The characters are not human or animal but an unusual combination of both.

Character #1 — A slow learner who seems to do things mostly wrong which allows the students to do better than he does because he really doesn't know very much.

The character has a deep gravelly voice on tape.

Character #2 — Miss Thing is a very intelligent and is always trying to help Character #1 find out about himself and what he is supposed to do. Miss Thing is a little too sure of herself and also makes mistakes at times which the students can catch.

The character has a very proper rather affected voice on tape.

Character #3 — Sidney Superstar is also intelligent, but is kind and always helps Characters #1 and #2 in the learning activities and acts as an arbitrator between the other two's differences and also instructs the students.

The character has a pleasant, normal voice on tape.

(All three characters act as motivators to the students in different ways).

Part of the orientation program to the laboratory is pre-testing the student to ascertain their understanding of vocabulary used in relation to the career guidance modules and also a basic math and reading skill inventory which is done by testing instruments or teacher observation.

c. The Career Guidance Modules -

15 in number:

5 early childhood
5 middle childhood, and
5 pre-teen.

Topics:

1. Self Awareness -

   Who I Am/ What I Can Do! (see Addendum #1)

2. Self Development -

   Let's Get Ready!

3. Coping With Situations -

   How to Deal With Things!

4. Decision Making -

   What Choices I Can Make!

5. Life Style -

   The Me That Works!

Each module contains central concepts according to the topics and applications to the local community, greater community, kinds of work and particular career fields.

The modules also contain in the learning activities related supportive math, language, arts, science and social studies activities.

Learning Continuum -

The three levels of modules in any one of the five career guidance topics contain a continuum of learning which enables students to work on objectives appropriate to their level of ability and development. An early childhood seven year old can work in middle childhood material and so on.

Page 7.
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IV. The Learning Program

Laboratory and Classroom Activities -

ORIENTATION

Introduction to the laboratory is done by the student working with the orientation module through which he becomes familiar with the nature of a career guidance program, the location and use of the laboratory centers, how to operate in an individualized learning setting and by a basic inventory or pre-test to determine the student's command of vocabulary and reading and math skills.

They are also introduced to the characters by tape who will be their companions in all laboratory activity, that is, Candy Man, Miss Thing and Sidney Superstar.

Next, a student would be introduced to the first module in the laboratory - Self Awareness, "Who I Am/What I Can Do. All successive modules on the pre-teen level and middle childhood level, if a student can handle it, will be selected according to student interest. The ordinary sequence of the modules is as follows:

CAREER GUIDANCE MODULES

1. Self Awareness
2. Self Development
3. Coping With Situations
4. Decision Making
5. Life Style

ALTERNATIVE CURRICULUM

The individual would listen to a tape which guides them to lab resources and activities. Certain presentations are made by the teacher, others by cassette tape. Students are allowed to work alone or with others according to their choice or need. As kinds of careers are introduced in the modules and students have accomplished certain supportive math, reading, science or social studies activities, it will be opportune for them to engage in role playing, acting out and putting to use basic skills covered in a module.

ROLE PLAYING

Example - Business Skills Role Playing

Cast - Store Manager
2 Clerks
5 Shoppers
2 Delivery Men

Activities in Role Playing -

1. Store Manager - tally an inventory,
price merchandise
figure percent of profit
welcome customers

2. Clerks - wait on customers
figure prices of several items
read descriptions of merchandise
write sales slips
make change, etc.

3. Shoppers - same as clerks
communicate with store manager
and clerks in transactions.

4. Delivery Men -
communicate with store manager and clerks
tally goods being delivered
fill out invoices
assist store manager with merchandise

Skills involved:

listening skills
communication skills
writing skills
computational skills
identification of roles skills

RESOURCE CENTER

Following a role playing activity, students would check their activity sheets to correct errors in communication and computation. They would be guided by tape and the teacher aide or self directed, if they are capable, to resources to reinforce activities suggested in a module.

TUTORING	They also meet in small groups to discuss and tutor each other in the activities of a module.
CHALLENGE TESTS	These activities would take them to the resource center to work with materials there. These materials have tests associated with them. Students take these tests on a challenge or when ready basis.
RE-STUDY	If after a conference with the teacher/ manager, it is decided that re-study is needed, the same or alternate materials would be used. To each performance objective in a module, there are a series of testing objectives. Each
MODULE PERFORMANCE TEST	testing objective has two criterion test items to evaluate skill mastery. Students will take these tests also on a when ready basis or under teacher direction.
STUDENT/ TEACHER PLANNING	At the conclusion of a module is a general performance test which is an inventory of progress or skill gain. This becomes an instructional tool and a basis for student/teacher planning.
	The time it takes a student to complete a module will vary according to a student's ability and rate of learning.

Visits to the Community - A series of visits to various business, industrial or community service sites is scheduled by the teacher/manager and the laboratory aide. Built into the modules is a series of record and interview sheets (appropriate to a child's development). Students take these with them on the field trips and gather data to be used in the laboratory. Interviews with persons at sites visited are also recorded for a laboratory resource.

Professional People Visit the Laboratory - According to a pre-established schedule individuals from various careers in the community will visit the laboratory. Their role is to talk with the students, explaining the nature of their work, what kind of background it takes to do their job, what skills are necessary and what kind of a future there is in their work. These visits will also be recorded as resources for the laboratory.

Summary - The dynamics of the Career Guidance Laboratory include the following activities, which relate in a personalized way to the whole person, as a learner -

1. Mediated Listening and Reading - Concepts will be presented initially through means of audio-visual and printed reading materials.

2. Thinking and Reacting Activities - Students will be led through a series of inquire-based processes to determine relevance of content according to their perspectives.

3. Valuing, Organizing, and Goal-Setting Activities - Students will be taught a process for examining career education content in the context of their value systems, organizing their values into meaningful patterns, and using the patterns to set goals relating to career education concepts.

4. Group Interaction Activities - Students, guidance co-ordinators, teachers, community resource personnel, parents will interact in group learning activities designed to reinforce and expand career education concepts. These activities will include:

   a. Guidance coordinators/teachers/community resource person/parent/student interaction.

   b. Peer group interaction.

c. Group dynamics activities (role-playing, pantomime, buzz sessions, interview, brain-storming, charades and games).

5. Home-Community Interaction - Students will use an inquiry method to relate learned concepts to both home and community so as to discover the applicability of these concepts outside the classroom.

V. The Management System

Each laboratory will have an automatic scoring device to score student tests, that is, student pre-tests for diagnosis, criterion tests and general module performance tests. All these forms of these tests are used as instructional tools in the laboratory for diagnosis planning and prescription.

The results of the tests are recorded on a series of laboratory instructional management charts which the teacher/manager and laboratory aide maintain. The basic form (see page 18) can be adapted to record each set of test results. These charts can be used to record student achievement and also as planning documents for grouping students to work on specific objectives, for tutoring guides using students, the laboratory aide and the teacher as tutors.

The pre-test would be given to students as they enter the laboratory. The criterion tests are used on an on-going basis when students are ready and the performance test would be used at the end of a module.

Using the chart on page 18 we will now explain the various sections of the chart using the circled numbers as guides -

(1.) Module [3] [0] [1]

The number 301 refers to 3, the level of the module and 01, the number of the module at that level.

(2.) Objective Numbers

1	1	1	
0	0	0	
1	2	3	- etc.

The number 101 refers to 1, the number of the performance objective in the module and 01, the number of the testing objective supporting that performance objective.

(3.) This line contains the letters C, A and P.

C refers to cognitive objective.
A refers to affective objective.
P refers to psychomotor objective

Recap of numbers 1 2 and 3.

Module 301 is a middle childhood module and is the first in the series Self Awareness. The module contains three performance objectives. The first performance objective contains six testing objectives: three - cognitive, two - affective and one - psychomotor objective. The second performance objective contains seven testing objectives: four - cognitive, two - affective and one psychomotor. The third performance objective contains nine testing objectives: four - cognitive, two - affective and three - psychomotor.

(4.) Section four records student mastery of testing objectives. Using the key at the lower left hand corner of the page - X = mastery, 0 = non-mastery, A = mastery of item A only and B = mastery of item B only.

(5.) Section five is a record of each student's individual progress.

(6.) Section six "tutors', indicates students who have mastered an objective and who could be used as tutors to other students on a one-to-one basis or in small groups, or which group would be taken by the laboratory aide because of the numbers involved (more than four), or by the teacher (six or more students to be tutored).

(7.) Section seven indicates which students should be tutored according to the number before their name on the list. Students who have missed only one test item, A or B, could be serviced in a like manner.

(8.) Section eight records the number of students who have mastered and not mastered objectives and can provide a base for the teacher/manager to report class progress to the building principal.

This instructional management chart can be prepared by the teacher/manager and laboratory aide on a weekly, bi-weekly basis as they see fit. If they wish to use it for regular planning, we recommend its preparation on a weekly basis.

VI. The Role of the Teacher/Manager and Laboratory Aide -

It is recommended that the criteria for selection of staff to function as a teacher/manager in a career guidance laboratory include the following: (These recommendations are not essential criteria, but indicate the kind of background which would be beneficial for a teacher/manager).

1. That the person has functioned successful in a laboratory setting

2. that they possibly have functioned in the past as a counselor or an adjustment teacher

3. that they have a familiarity and enthusiasm for career guidance as an essential part of a child-development

4. that, if possible, the individual have some background in drama and community relations.

The Teacher/manager

creates a climate in the laboratory that aids the learning process

provides the necessary guidance for each individual's success in the laboratory

maintains daily attendance and progress records

plans, organizes, upgrades and oversees all lab activities, field trips, schedule of professional visitors with the teacher aide in the lab and oversees their activities.

The teacher aide, under the direction of the principal and the supervision of the teacher -

works with the young people to motivate, encourage and compliment them in their laboratory experience

assists in the operation of equipment

maintains pupil record folder

escorts students to and from the laboratory

acts as a tutor to individual or small groups of students

assist the teacher in the activity of the multi career role playing center, lab games, field trips, etc.

VII Expectations

It is expected that this career guidance laboratory will facilitate the student in developing an awareness of self, local community, greater community, the kind of work and career areas through integrated learning experiences which involve supportive math, science, reading and social studies activities.

a. There is growing evidence that basic skill building is dependent upon a positive self-concept.

b. The existing content-oriented curriculum is often irrelevant to the immediate and future career needs of the students, which tends to produce learning in a vacuum.

c. Existing curricula often do not offer meaningful and productive teacher-learner, peer group, or student-community involvement.

d. Process skills that are necessary for student achievement in academic, vocational, occupational, social, and ultimate career success are taught incidentally at times instead of in a planned instructional program.

e. Students frequently lack the ability to make valid academic, vocational, occupational and/or career field decisions because of inadequate knowledge of his own particular needs, interests and abilities as he proceeds through the school experience.

f. Students frequently lack the knowledge of the availability and need for academic, vocational, occupational and career opportunities existing within the total community.

g. The rapid development of technology and the increase in occupational specialization make it increasingly difficult for the majority of students to have first-hand experience with the wide variety of job responsibilities.

h. Guidance and counseling personnel lack a viable method of providing adequate academic, vocational, occupational, personal, and career guidance to students on an inclusive basis because of other delegated responsibilities.

Outcome

The Career Guidance Laboratory experience will effect the following results for the learner:

- the development of continuous self awareness leading to future career commitment.

- The participation in inquiry/learning experiences that build positive habit patterns.

- Activities which assist to develop a life style to initiate success in an eventual career choice.

- The development of process skills of decision making, creative problem solving and successful communication.

- Reinforcement of reading and math skills, or better communication and computational skills through application in simulated and real time experience.

TEACHER MANUAL AND CURRICULUM MATERIAL entitled WHO AM I/ WHAT CAN I DO, Pacific Learning Services, have been deleted because they consisted of copyrighted material.